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ABSTRACT

Compiled from a 1986 survey of Long Beach City College (LBCC) faculty, this guidebook provides a wide range of information on the underprepared student. Introductory material reviews basic assumptions and common points of agreement concerning underprepared students and stresses the need for sharing approaches to assisting the large numbers of academically underprepared who now attend community colleges. Next, a section on assessment is provided, looking at what assessment and matriculation have to offer the underprepared student, California state guidelines, informal and formal diagnostic techniques, and on-going sources of diagnostic information. The next section explores instructor intervention, covering methods for working with underprepared students, including class organization techniques, presentation methods, reinforcement techniques, testing procedures, individualized assignments, handouts, teaching study skills, peer support and group study, student feedback, individual counseling, and instructor attitudes and behavior. The final section provides a directory of LBCC resources of interest to underprepared and other students. Each entry in the directory lists key services provided, eligible students, procedures for using the services, hours, location, telephone number, contact person, and any special equipment offered. Appendixes include the faculty questionnaire, and an extensive sample of instructional materials designed to assist the underprepared student submitted by the surveyed LBCC faculty. An evaluation form for the guidebook is also attached. (JMC)

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# Working With Underprepared Students

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# STRATEGIES FROM FACULTY

JC910265

LONG BEACH CITY COLLEGE

1987

# Working with Underprepared Students: Strategies from Faculty

**Prepared by the Academic Quality Task Force Subcommittee on Remediation**

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The ideas in this publication were generously given by Long Beach City College faculty and administrators. In addition, the following people contributed time and care in editing, word processing, design, and layout: Lynn Blankenship, Allen Bundy, Janet Curtis, Stanley Francus, Lowell Johnson, Charlotte Joseph, Barbara Kalbus, Margie Lewis, Lynne Miller, Shirley Mitchell, Mary Weir, Robert Yi.

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EVALUATION

## A FEW WORDS ABOUT *WORKING WITH UNDERPREPARED STUDENTS: STRATEGIES FROM FACULTY*

This book does indeed come from our own Long Beach City College faculty. From the underlying assumptions about what it means to be an underprepared student to the samples of materials included in the Appendix, *Working with Underprepared Students: Strategies from Faculty* comes from generous responses to a faculty questionnaire, "Helping the Underprepared Student," and from numerous interviews with individual faculty members. It is heartening, in fact, that so many colleagues were willing to talk at length about their own successes and failures in working with underprepared students or about services their programs had to offer students in need of assistance. Only the information on state guidelines and projections came from outside, gleaned as it was from state-sponsored studies and reports.

Now, a word about terminology. A number of labels are used for students who are not performing up to our academic standards. In looking at the responses to the faculty survey, the different studies and guidelines from the state, and the considerable research in the field, we found no clearcut distinction between remedial, developmental, transitional, basic, or underprepared. Therefore, rather than quibble over terminology, we selected underprepared to refer not only to students whose basic skills fall below college level but to any student who is not prepared to perform successfully in one of our classes. "The Underprepared Student: Starting Points," which follows, offers a more complete profile of the underprepared student.

Finally, a word about the future of this collective venture. A number of faculty cited the need for continually updating information on resources for the underprepared and providing a forum for people who might offer additional techniques and materials for helping students succeed. Consequently, the book contains write-in lines and several blank pages labeled NOTES. In addition, an evaluation page at the back gives readers a chance to answer "What's next?" Evaluations and additional ideas will be requested after we have all had time to read through and use *Working with Underprepared Students: Strategies from Faculty.*

## THE UNDERPREPARED STUDENT: STARTING POINTS

The following basic assumptions, derived from faculty surveys and interviews, state studies, and general research on underprepared students, are meant to serve as common points of agreement--starting points for the remainder of the book.

- **An underprepared student is one whose academic performance falls short of our expectations.** This means that at some point the student lacks the knowledge, motivation, skills, or strategies to meet a particular standard we have set as a college or as individual instructors.

- **A student may be underprepared for myriad reasons.** The student may be bright but may have come with no script for what it means to be a college student; the student may have vague or unrealistic goals; the student may lack a high school diploma; the student may simply have selected the wrong course.

- **Underpreparedness is not a permanent condition.** To be successful, some underprepared students may need quite extensive remediating; however, others may need only short-term assistance of limited scope.

- **We will continue to see many underprepared students at the community college.** Three major state-sponsored studies completed in the past five years strongly affirm the role of the community college in remediating students and predict that underprepared students will continue to enroll in large numbers (see p. 7 for documentation)

- **Underprepared students are enrolled in all of our classes; they are everyone's responsibility.** Students may follow all the guidelines suggested by assessment, counseling, placement, or stated prerequisites and still, for one reason or another, be underprepared to successfully complete required course work.

## THE NEED FOR SHARING INFORMATION ON WORKING WITH UNDERPREPARED STUDENTS

In the fall of 1985, a group of 35 LBCC faculty members and administrators convened as a task force to consider ways the college could encourage and maintain academic quality yet continue its state-mandated open access policy. The Academic Quality Task Force's Subcommittee on Remediation was given the particular charge of looking at remediation and its relationship to academic standards.

### The Underprepared Student at Long Beach City College

The subcommittee's first task was to find out to what extent students come to LBCC underprepared. The subcommittee examined a pilot assessment study run during the spring of 1985 and found that an alarming number of people taking the assessment battery of tests given to incoming students had earned below college-level scores in reading and writing. The subcommittee also discovered that LBCC is not alone in facing significant numbers of underprepared students: nationwide and statewide studies attest to the increasing number of community college and university students whose basic skills are below college level.

### Faculty Response to the Underprepared Student at LBCC

A second goal of the Subcommittee on Remediation was to determine how faculty were handling underprepared students in their classrooms. The subcommittee distributed a questionnaire, "Helping the Underprepared Student" (See Appendix A, Example 1), to all full-time faculty and to a number of part-time faculty suggested by department chairs. In distributing the survey, committee members had several objectives in mind. First, they were certain that many LBCC teachers had developed successful techniques for helping students who were having difficulty in their course work, and the subcommittee intended to search out these methods by polling faculty members. In addition, the committee wanted to acquire a general sense of faculty attitudes towards underprepared students and, finally, to find out how faculty would add to or modify existing services set up to help underprepared students.

The completed faculty questionnaire (81) and extensive interviews yielded a range of responses. Faculty attitudes toward underprepared students and strategies instructors use in dealing with these students varied significantly. Some faculty expressed the need to know more about how to work with underprepared students. A few passionately questioned the existence of these students at the college or felt that they should come at their own risk--a sort of "survival of the fittest" attitude. But by far, most respondents not only showed deep concern for underprepared students but offered an abundance of valuable techniques for remediation.

## The Need for a Faculty Guide for Working with Underprepared Students

After analyzing and summarizing the responses to the questionnaires and interviews, the subcommittee knew that the yield of ideas and techniques should be shared with the whole faculty so that we all might benefit from the creativity and inventiveness of our colleagues. Therefore, *Working with Underprepared Students: Strategies from Faculty* was produced.

# ASSESSMENT

## IDENTIFYING UNDERPREPARED STUDENTS

## WHAT ASSESSMENT AND MATRICULATION HAVE TO OFFER THE UNDERPREPARED STUDENT

Underprepared students often begin college without setting clear educational goals and without receiving accurate information on their skill levels. The college's assessment and matriculation program is designed to give our students a greater chance for success. Four of the components of the program--assessment, orientation, counseling , and research--are meant to work together as a support system, guiding students more effectively as they develop their educational plans. The benefits to underprepared students will be significant.

**Assessment** The College Placement Test allows early detection of areas in which students are underprepared and helps students select programs for which they are prepared. As we refine the assessment system, we can diagnose problems with more alacrity and in turn refine our approach to these problems.

**Orientation** Often, students come to us with only a vague script for their role as college students and know little about how the college works and what is available to them. The orientation component of the matriculation and assessment program gives students some idea of what is expected of them in college, introduces them to the college's resources, and presents them with learning strategies that work.

**Counseling** Most of us understand--in ways our students may not--the power of setting goals. A strong, realistic goal focuses our energy, helps us cope with distractions, offers us hope, even lets us know when we need help. Students who are given information about their skill levels and encouraged to draw up an educational plan will make more realistic decisions about what classes to take and will then be able to move toward their goals with more success.

**Research** Finally, the research component of the assessment and matriculation program allows the college to study the relationship between such factors as test performance, counseling, placement, orientation, and academic behavior and achievement either in a particular class or in general. All students, but especially the underprepared, benefit from a system based on knowledge of what works and what doesn't work.

**Our Role as Instructors** Interestingly, the effectiveness of all of these activities can be enhanced in the classroom if--in addition to teaching--we continue to assess students, help them set goals, define for them what it means to be a college student, and continually evaluate what does and doesn't work in our own classes.

## WORKING WITH UNDERPREPARED STUDENTS: STATE GUIDELINES

*Working with Underprepared Students: Strategies from Faculty* defines the underprepared student as "one whose academic performance falls short of our expectations." Included in this definition, of course, is the student officially labeled "remedial"--the student whose basic skills fall below college level. The important role of the community college in educating the remedial student has been affirmed in three state-sponsored studies conducted in the last five years.* The studies are clear on two points:

**1. The remedial student exists in increasing numbers at all levels of postsecondary education, but especially at the community college.**

> Underpreparedness in the college bound or for others is not, nor has it ever been a temporary problem which will someday disappear if one just waits long enough. It is, instead, a problem of enormous magnitude and compexity... (California Postsecondary Education Commission, 1983, p. 10)

> According to data based on the Commission's definition of what constitutes remedial courses and services, activities to assist the underprepared student have become increasingly prevalent in all three segments of higher education in the State. (California Postsecondary Education Commission, 1983, p. 100)

> The demand for remedial education has increased in all postsecondary segments, but especially in the Community colleges, because of the decline in high school standards, the increasing dropout rate, the cap on growth of adult education programs in the public schools, and the growing numbers of adults who seek basic skills language and literacy training. (Commission for the Review of the Master Plan for Higher Education, 1986, p. 11)

> No one can believe that the state's need for adult literacy, skill remediation at all levels, and English as a second language will decrease in the next 25 years. (Joint Committee for Review of the Master Plan for Higher Education, 1987, p. 8)

**2. The mission of California community colleges includes accepting underprepared students and helping them succeed in vocational, associate degree, or transfer programs.**

> [The Commission recommends] that the California Community Colleges contunue to be considered in the long term as the primary post secondary provider of remedial courses and services... (CPEC, 1983, p. 105)

> The Commission has affirmed remediation as an important function of the Community Colleges, because it is essential to helping inadequately prepared students succeed in transfer and vocational education and attainment of the associate degree. (Commission for the Review of the Master Plan for Higher Education, 1986, p. 11)

> ...the Community Colleges will continue to provide quality programs in transitional education... We call this cluster of educational programs "transitional" because they provice a crucial transition to genuine opportunity for newer immigrants (ESL), and the underprepared student (Remediation). (Joint Committee for Review of the Master Plan, 1987, p. 8)

All three reports affirm the need for comprehensive assessment, counseling and placement programs and a system for monitoring the progress of remedial students. Nevertheless, it appears unlikely that remedial students will be barred from enrolling in all transfer level courses. More likely, they will be allowed concurrent enrollment. Therefore, we all become responsible for remediation.

* Documents referred to above:

California Postsecondary Education Commission. Promises to Keep: Remedial Education in California's Public Colleges and Universities. Sacramento, California, 1983.

Commission for the Review of the Master Plan for Higher Education. The Challenge of Change. A Reassessment of the California Community Colleges. Sacramento, California, 1986.

Joint Committee for Review of the Master Plan for Higher Education. Final Report: California Community College Reform. Sacramento California, 1987.

## ASSESSMENT: IDENTIFYING UNDERPREPARED STUDENTS

Some students practically wear signs broadcasting their unpreparedness. Others are able to mask their weakness with a rather sophisticated veneer. The first students transmit clues that enable us to intervene at fairly early stages in their college careers. Others are so quiet or so socially adept that we have no hint of their neediness until disaster is at hand. Our LBCC colleagues have shared a number of the techniques they use to identify underprepared students. Some of the ideas are old standards, but quite a few are new and compelling.

Faculty suggestions for identifying underprepared students fell into these three catagories:

Informal Diagnostic Techniques

Formal Diagnostic Techniques

On-going Diagnostic Sources

### INFORMAL DIAGNOSTIC TECHNIQUES

Instructors reported a wide variety of behaviors which alerted them to the possibility that a student was unprepared for their class in one way or another. No single behavior was singled out as definitive, but instructors grew wary when a student exhibited several "warning signs."

Attendance and tardiness

Among the first behaviors to signal the instructor that trouble may be brewing are student absences from class and/or a pattern of coming late to class. (See Appendix B, Example 23, 24, 25.)

Warning signs: The student

- Has several absences early in the semester
- Is absent frequently
- Develops a pattern of absences
- Arrives late for class and/or leaves early

Misses class for work or carries heavy work schedule
Has frequent "emergencies"

(The blank lines provide space for your ideas)

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Listening

Instructors have sometimes spotted a potential problem student as early as the first week of class by observing the individual's responses to oral directions or instruction. (See Appendix B, Example 15.)

Warning signs: The student

Fails to respond to oral instructions
Frequently requests extra clarification of oral instruction
Does homework during lecture
Often asks peers what instructor said
Does not hear opening remarks
Asks about something the instructor has just explained
Constantly asks instructor to repeat
Rests head on desk during lecture

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Notetaking

Taking good notes requires skill and practice. Many students are new to the experience of notetaking and are slow and inept at developing the skill. This inadequacy can put them at great risk in their study efforts. (See Appendix B, Examples 16 and 17.)

Warning signs: The student

Comes to class with no pencil or paper
Does little or no notetaking
Takes poor quality notes
Has no system for collecting and organizing notes
Writes excessively
Constantly looks at peers' notes

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Asking questions

Not too many class meetings pass before instructors have spotted students who cause them concern because of the number and kinds of questions those students ask. (See Appendix B, Examples 14 and 15.)

Warning signs: The student

- Asks questions about matters clearly stated on class outlines and handouts: "When is the first exam?" "What does it cover?"
- Questions excessively
- Inquires about unrelated topics
- Asks questions that have just been answered

Following directions

Students' inability to follow directions written in the class syllabus, on assignment sheets, on tests, or spoken in class constitutes a major source of consternation and concern for instructors. (See Teaching Study Skills, p. 27, and Appendix B, Example 14.)

Warning signs: The student

- Does the wrong homework
- Follows along - on the wrong page
- Cannot follow clearly stated or written procedures
- Depends on peers to tell him/her what to do
- Is surprised when a test is announced, although that test is listed on the class syllabus

Participation

Participation in class is not a matter of wildly waving hands or corner-of-the-room solitude. Participation occurs in many forms, from staying awake and alert to actively leading discussions. Instructors say that the student who retreats from class activity to a noticeable extent could possibly be in need of special help. (See Individual Counseling, pp. 31-33.)

Warning signs: The student

- Gets busy when questions are asked
- Does not volunteer responses
- Contributes minimally to group activities
- Does homework during class
- Gives inappropriate or unrelated responses
- Reports eagerly, but not on subject assigned
- Is satisfied with present level of performance, doesn't try to grow
- Never leads a group
- Does not interact with peers in group work or labs

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Personal organization

Most students take personal organization for granted. Six weeks into the semester, however, some may become aware that something in their lives is disintegrating, but they aren't sure what. They don't realize that much of the confusion is preventable. Often the instructor has seen it coming, and has even offered guidelines for managing the study load. The underprepared student thought the instructor was talking to the other students. (See Individual Counseling, pp. 31-33, and Appendix B, Example 26.)

Warning signs: The student

- Misses the first few days of class
- Has no personal calendar
- Delays purchasing course text
- Does not bring text, paper, pencil, notepaper to class
- Loses assignment sheets, course outlines, and handouts
- Stuffs notes for all classes together
- Has little sense of time management
- Presents written work which is sloppy, carelessly labeled, disorganized

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Oral language ability

Motivation alone cannot conquer a lack of facility with the English language. Well-meaning, hard-working students want to believe that desire is an adequate substitute for communication. This problem affects both native and non-native speakers. Instructors have little means for determining the extent of the problem and may not recognize the full impact of this language gap on a student's preparedness for class. (See Appendix B, Example 24.)

Warning signs: The student

- Cannot organize his/her thoughts
- Rambles, stumbles, and/or mumbles while speaking
- Can speak and understand little English
- Is afraid to speak in front of a group
- Speaks very, very softly

Facial expressions and body language

The student can send a variety of messages through facial expressions and body language. Some of the messages seem obvious, some subtle, but care has to be taken in interpreting that type of communication. Some follow-up may be in order. (See Student Feedback, p. 31, and Individual Counseling, pp. 31-33.)

Warning signs: The student

- Stares blankly, frowns, squints, glares
- Slumps in the seat
- Has difficulty sitting still
- Avoids eye contact
- Looks confused but does not ask for help

## FORMAL DIAGNOSTIC TECHNIQUES

Various techniques are used to obtain information about students' potential for succeeding in their classes. We use the term "formal" here to mean efforts which are designed to elicit responses representative of each student's level of preparedness in specific areas. (See Appendix B, Example 5.)

College Assessment Tests: reading, writing, and mathematics

LBCC encourages students to take the College Assessment Test prior to enrollment or early in their college career. After the tests, students are given the results and, where appropriate, recommendations based on one or more of the tests. Some instructors request the scores of individual students and use that knowledge to guide them in working with the students.

Warning signs: The student

- Has not taken the College Assessment Test
- Receives low scores based on test norms on one or more tests
- Has ignored recommendations to enroll in basic skills classes

Standardized tests in specific subject areas

Standardized tests are not available in most subject areas. In those areas in which they are available, they offer information that can alert instructors to students who may need extra support to be successful in their work.

Warning signs: The student

- Receives low scores based on test norms

Instructor-made reading tests

Several instructors who assign substantial reading homework in their courses give tests that they have developed to determine students' skill in handling typical reading material for that class. (See Testing Procedures, p. 24, and Appendix B, Example 9.)

**Informal reading tests:** Students read several photocopied pages from the class textbook, then summarize the material orally or in writing. Students might also answer seven to ten instructor-made vocabulary and comprehension questions based on those pages.

Warning signs: The student

- Takes an excessive amount of time to read and/or respond to the material
- Copies material from the text rather than summarizing key ideas
- Presents an inadequate grasp of the material in the responses given
- Cannot answer 70% of the questions based on the textbook excerpt

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**Cloze-tests based on class textbook:** Students read several 250- to 300-word passages from the textbook which are presented with every fifth to seventh word deleted. Good comprehension is represented by a successful listing of forty to fifty percent of the exact words of the text.

Warning signs: The student

- Cannot fill-in at least forty to fifty percent of the missing words accurately
- Takes an excessive amount of response time.

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Instructor-made writing tests

A number of instructors ask for some written information from students during the early weeks of class. Some assignments are deliberately set up to give the instructor an idea of the students' writing skills, while other assignments offer that information as a by-product. (See Appendix B, Examples 6 and 7.)

**Direct samples of students' writing:** Instuctors use a variety of approaches to obtain samples of students' writing. Some instructors, at the first class meeting, ask students to write an essay on a specific topic or issue, while others are less direct. (See Appendix B, Examples 1, 2, and 3.)

Warning signs: The student

- Fears writing; produces small and inadequate samples
- Reveals poor spelling, grammar, punctuation, and/or sentence structure
- Cannot express thoughts clearly in writing
- Cannot focus on a subject and develop it clearly
- Is unable to organize information so that one thought follows another logically

**Written autobiographical information:** One favorite means of obtaining information from students, both about their writing skills and about their preparedness for college work, is to request autobiographical data. Some instructors construct short-answer questionnaires, while others use questions which elicit essay-type responses. (See Appendix B, Example 2.)

Warning signs: The student

- Carries a unit load too heavy for family and/or work responsibilities
- Reveals a total lack of goals
- Declares unrealistic goals
- Expresses negative attitude toward or fear of school
- Lacks awareness of personal strengths and weaknesses
- Expresses a sense of inadequacy or insecurity
- Ignores recommendations to basic skills classes, or fails to complete them

Student information forms

These forms are somewhat similar to the short-answer questionnaire above but are less concerned with obtaining a writing sample than with obtaining specific data about the student. The forms also help instructors become aware of students who may not be prepared for the class. (See Appendix B, Examples 3 and 4.)

Warning signs: The student

- Has less than 12 years of formal schooling
- Lacks a high school diploma or GED credit
- Indicates an interruption of schooling of two or more years
- Reveals poor educational preparation for the class
- Indicates no experience with library assignments, research work, or term papers
- Expresses special concerns or fears

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Instructor-made subject area diagnostic tests

While written diagnostic tests are very useful, performance tests are sometimes the only useful tests in a particular area. Instructors in art, music, nursing, etc. observe students performing certain subject-specific skills. The results help to identify potential problem areas for individual students.

Warning signs: The student

- Receives low scores based on the criteria set by the instructor
- Earns scores which raise questions about the student's adequate mastery of class prerequisites

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Personal interviews

Personal interviews, used as a more-or-less formal means of diagnosing the students' skills and abilities, are fairly structured meetings. Some conferences, for example those held with individuals in a class, are based on information obtained from other diagnostic tests. Other interviews are

basically personal interactions set up by the instructor to obtain specific information to help with instructing the students. (See Individual Counseling, pp. 31-33.)

Warning signs: The student

- Has limited ability to use English for listening, reading, writing, and/or speaking
- Reveals personal or academic problems which might interfere with success in class
- Lacks certain skills, or knowledge which may be needed for the class

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## ON-GOING DIAGNOSTIC SOURCES OF INFORMATION

### Class tests

Class tests are the most common source of information on the student's progress in a class. Low scores can send the wiser students scrambling for help while there is still time to shore up their grade. Less sophisticated students may simply rely on "better luck" the next time because they don't realize what they can do to improve the situation. (See Testing Procedures, p. 24.)

Warning signs: The student

- Earns low scores
- Misses tests, or fails to complete them
- Demonstrates signs of learning disabilities such as transposing letters, etc.

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### Class assignments

A class assignment may be an eye-opener for the instructor who has not picked up clues that a certain student needs help. Sometimes too, a student is doing very well but blocks at a particular point in the class because of a lack of skill in that one area. (See Individualized Assignments, p. 25.)

Warning signs: The student

- Demonstrates low quality performance
- Is unable to follow directions and instructions
- Fails to turn in assignments or turns them in late.

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Learning journals

Journals allow instructors not only to gain information about students' skills through access to their direct written responses, but also to develop insight into their personal opinions, reactions, biases, understandings, thoughts, etc. Such knowledge offers instructors a keener sense of student need than can be gained through most other means. (See Appendix B, Example 6 and 7.)

Warning signs: The student

- Writes overly sparse responses in the journal
- Cannot express thoughts in writing
- Digresses far from the parameters of the assignment
- Reveals problems with concepts, skills, and material vital to success in the class
- Expresses excessively negative reactions
- Writes shallow responses with little analysis

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Individual contact with student: informal contact or scheduled conference

One-to-one meetings of instructors with students enable them both to gain insight into problem areas. Personal interaction promotes good communication and offers the student encouragement in working toward the resolution of those problems. (See Individual Counseling, pp. 31-33.)

Warning signs: The student

- Fails to respond to "See me" request
- Reveals attitude problems: is insecure, negative, discouraged
- Demonstrates an uncertain sense of commitment
- Indicates personal, financial, emotional problems

"Hides" - avoids contact with instructor or focuses on factors other than subject matter at hand in discussion of class progress

Indicates poor study habits: lack of awareness of time, effort, and skill required for study of each subject

Fails to recognize that demands of college classes are substantially different from those of high school

Does not make an effort to improve study skills after instructor's recommendation

Reveals possible learning problems: studies long hours but does poorly on tests and assignments

Demonstrates poor socialization to school

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# INSTRUCTOR INTERVENTION

## TECHNIQUES FOR WORKING WITH UNDERPREPARED STUDENTS

# INSTRUCTOR INTERVENTION: TECHNIQUES FOR WORKING WITH UNDERPREPARED STUDENTS

When asked to share strategies for working with underprepared students, LBCC Faculty offered a variety of specific techniques that they had found successful. This list is not exhaustive by any means; rather it is meant to provoke thought, to act as a catalyst that may lead to further techniques.

**CLASS ORGANIZATION TECHNIQUES** Certain methods of physically arranging the classroom as well as organizing course work may be helpful to the underprepared student.

**Rearrange Classroom**

Making larger aisles, placing chairs in a circle or U shape, and using other seating arrangements may be more conducive to learning.

**Encourage sitting in front of classroom**

Sitting in front of the classroom enables the student to focus attention. It also helps the instructor pick up cues that indicate whether or not the student is in tune with the class or perhaps could use further assistance.

**Start each class with a verbal review of information from notes of previous session.**

This technique provides a sense of continuity and builds a context for new material. It also helps the student review key concepts as well as check his or her notes for major points presented in the previous class.

**Revise class schedule to deal with problems if enough people are affected.**

When a large number of students in a class are underprepared, it may be necessary to revise the course schedule to include class time for remediation.

**Give extra credit for attending learning center sessions.**

Because learning centers can provide specific assistance and/or materials for the student, a reward for learning center attendance may be an incentive that will benefit the student.

**Build attendance into the grading system.**

Because the student's presence in class is important, it may be appropriate to reward attendance as an incentive or deduct points for nonattendance.

**Recommend that students who have not taken prerequisites and labs appropriate to skill level withdraw from the course.**

The student's low level of preparedness may be such that instructor remediation activities may not be enough; it may be necessary to recommend that the student take other steps such as meeting corequisites or prerequisites for the present course.
(See Appendix B, Example 5.)

**PRESENTATION TECHNIQUES** Colleagues generously offered different teaching strategies that are especially helpful to the underprepared student.

**Ask questions of the students during and after class.**

Students may not be aware of what they know, understand, or have retained until they are questioned. This technique helps students to identify deficiencies and misinterpretations.

**Explain a concept several times using different methods.**

Students have different learning styles, aural and visual. By using repetition and a variety of techniques, the instructor has a better chance of reaching the underprepared student. Some suggested methods include:

Videotapes, film loops, slides, drawings,
blackboard diagrams with white and colored chalk.

**Use exercises designed for active student participation, group discussion, and feedback.**

More learning takes place when students are involved in saying and doing as they learn.

**REINFORCEMENT TECHNIQUES** Instructors suggested specific methods of reinforcement to encourage and assist the underprepared student.

**Give grade deserved.**

Establish clear grading standards and procedures for each course and follow through by giving students the grades they have earned. Devise alternative ways to reward students for effort or for progress which is promising but which does not earn students the grade desired. Offer encouraging comments after class, on papers, or in conference. Suggest ways for student to get extra assistance. (See Resources section.)

**Supply students with lab materials for use after class.**

Because repetition and practice are so important to underprepared students, providing students with materials to use after class will give them the opportunity for repeat exposure.

**Have students construct an exam.**

When students are having difficulty understanding concepts and/or exam questions, it may be helpful to have students bring in study materials and construct an exam.

**Allow the use of tape recorders.**

If instructors allow the use of tape recorders, the student will have the opportunity to listen again to the class presentation. Students should be told how to use the tape recorder as an adjunct learning tool, e.g., students can take notes in class and leave blank spaces and lines appropriately. Then they can fill in blank areas later when listening to the tape. Students should not just tape a class presentation and listen later. They should be actively writing during class and while listening to a tape. (See Appendix B, Examples 8 and 17.)

**Make tapes on lectures available for independent study.**

Instructors may wish to tape their lectures and put them on file in a learning center. Students profit from hearing and speaking the language of the course. Have tapes available so students can read aloud with them and be more familiar with vocabulary and pronunciation.

**Provide study questions relating to course materials.**

Study questions provided by instructors help students to focus on major concepts and allow students to review course material independently. (See Appendix B, Example 9.)

**Provide opportunities for practice and repeat practice of skills.**

Repeat practice and redemonstration help the underprepared student. Instructors can provide opportunities for this during office hours and learning center hours.

**TESTING PROCEDURES** Varying testing procedures may benefit the underprepared student.

**Review tests with students to determine why errors were made.**

Discussing test results with a student and pointing out the rationale for the answers enable the student to determine why errors were made.

**Keep tests on file for students to review.**

Some instructors put previous tests on file in the library or a learning center so that students can practice taking tests.

**Give mini post tests after students complete a class session or assignment.**

Tests given immediately after class material is presented provide the students with an opportunity for immediate recall and identification of important concepts.

**Give a quiz before class on materials for class; then use the quiz for class discussion.**

A pretest on the information that will be presented in class that day identifies salient points that will be made. Class discussion that follows elaborates on those points.

**Give a pretest on subject matter (e.g., each chapter of text or each unit).**

A pretest on class material helps the student identify and anticipate important concepts for the class.

**Give weekly "pop" quizzes which keep students current.**

When students think that they may have a test at any time, they tend to prepare for class on a daily basis.

**Give students an opportunity to retake a test for a higher score.**

It is encouraging to students to be able to retake an exam occasionally; they have the opportunity to improve their scores and gain confidence in the material they can recall.

**Provide an inclusive list of "study" essay questions in preparation for a test.**

Writing out answers to essay questions helps students master course content and gives them practice in writing under pressure.

**Design a computer "test yourself" program.**

Computer self-testing gives students immediate feedback on their grasp of course material.

**INDIVIDUALIZED ASSIGNMENTS** Some instructors have found that underprepared students respond favorably to individualized assignments tailored to the student or specific situation.

**Send students to the chalkboard to share a portion of a written assignment and then have the class actively participate and critique examples.**

After a student writes a portion of a written assignment on the chalk board, the other students can be invited to critique the example. This gives an opportunity for peer feedback and active participation by the class. It also gives the instructor a chance to model positive critiquing techniques.

**Use an information sheet to find out more about students having difficulty in a class.**

An inventory completed by the student having difficulty may reveal problem areas which the student anticipates, personal problems that may affect performance in class and attitudes about success. (See Appendix B, Examples 2 and 3.)

**Offer essay questions or a specific writing assignment to assess students' ability to articulate concepts, procedures, definitions, etc.**

Students reveal their strengths and weaknesses in writing when the assigment is made carefully. (See Appendex B, Example 1.)

**Assign specific reading examples and have the student choose the main topic and analyze the reading.**

**Keep a series of assignments or worksheets on hand that target specific skills or problems.**

Not all students have difficulty with the same tasks, concepts, skills, or procedures. Individualize instruction by devising assignments that cover a particular problem. These assignments can be made on an individual basis.

**HANDOUTS** Teachers may provide specific information sheets that enable students to better handle course material.

**Provide checklists that students can use to guide them in completing an assignment.**

(See Appendix B, Examples 10 and 11.)

**Provide a course syllabus with course requirements, outlines, daily assignments.**

A course syllabus provided at the beginning of the class or even placed on sale in the bookstore before classes begin may contain some or all course handouts. The syllabus provides the student with an overview of the entire course and a basic organization of class materials.

**Provide a course outline including class focus and test dates for the semester.**

A weekly schedule or semester schedule highlighting the class focus for each day or week as well as the test dates for the semester is a helpful tool for students. (See Appendix B, Example 12.)

**Provide periodic review sheets highlighting important aspects of a unit of study.**

Study guides or handouts provided for the students enable them to review class material. Study guides may be provided in class or in a learning center.

**Prepare handouts containing "bare bones" outline of the lecture or detailed review of important vocabulary and concepts.**

Highlighting important information and identifying vocabulary and important concepts on handouts is helpful to the underprepared student. (See Appendix B, Example 13.)

TEACHING STUDY SKILLS No student has reached the college level without at least a few study skills; on the other hand, few students are working to capacity. Strengthening the study skills students already possess and presenting alternative ways of studying will help all students, especially the underprepared.

**Discuss what it means to be a student and to be responsible for one's own behavior.**

Many underprepared students do not know or understand what it means to be a college student. Taking responsibility for one's behavior and becoming self-reliant are important factors in student success.

Some instructors feel that the underprepared student may need to be told frankly that although the instructor will gladly help and counsel, the student must take responsibility for his own learning and grades.

As one instructor put it, "Most of the time people get out of life exactly what they really want out of it and what they put into it." Students "make grades the old fashioned way: they 'earn' them. The prof just records them."

Some instructors keep an "At one time or another most students need help" form letter on hand. It can be used in conjunction with a conference. (See Appendix B, Example 14.)

**Review the college hours-of-work and units-of-credit formula.**

Studying in itself is a full-time job. A full-time student should expect to spend approximately 45 hours per week in combined class and study hours (two hours of study for each hour spent in class).

**Discuss time management.**

Students may plan study time more wisely if they have a clear picture of their courses and all of the important and required work, a picture gained from the college catalog, course syllabus, and instructor. The underprepared student, often unskilled in time management, may find semester study timetables and weekly work-to-be-completed forms helpful.

**Teach listening skills.**

Some instructors have found that underprepared students are often unaware of, and should be alerted to, their poor listening habits. Some of these habits are overreacting to the speaker, finding fault with the speaker, attending to only the easy materials, prejudging a topic as dull or irrelevant, giving in to distractions, mentally drifting while expecting to cover the materials later on in the text, etc.

Some instructors hold short workshops on how to listen more efficiently during lectures, enabling the underprepared student to develop a greater alertness to word and voice cues. (See Appendix B, Example 15.)

**Help students develop class notebooks.**

Because the underprepared student frequently has poor personal and academic organizational skills, it may be useful for the instructor to suggest a system of organization and coding for the class notebook.

Some instructors force the issue with color-coded handouts.

Some instructors demonstrate a system of organization and coding for the notebook, course outline and/or syllabus, day-to-day class handouts, homework assignments, returned quizzes and exams, etc.

Some instructors monitor the class notebooks of underprepared students by requiring that homework be turned in in the notebook.

**Assist students with notetaking.**

Some instructors demonstrate for the students how they can best take lecture and textbook notes, modeling their favorite techniques. In addition, they provide handouts showing students symbols and abbreviations they can use to simplifiy the notetaking process. (See Appendix B, Example 16.)

Some instructors demonstrate text outlining by going through a chapter of the text with the students and outlining it with them.

Underprepared students may find it helpful to attend a workshop on text notetaking in the English Skills Center or to attend a workshop on lecture notetaking in the Center for Learning Assistance Services (CLAS).

Some underprepared students find it extremely useful to use the tape recorder as an adjunct to their notetaking. (See Appendix B, Examples 8 and 17 and see p. 23 for guidelines to offer students.)

**Conduct class workshops on math anxiety.**

When students are having difficulty with math, it may be helpful to conduct a math anxiety workshop, reviewing basic operations, fractions, decimals, and measurement. During the practice segment of the workshop, instructors have found it helpful to observe the students as they do the math to diagnose how they are proceeding incorrectly.

When students are having difficulty with math, it may also be helpful to review math problem-solving strategies such as looking for patterns, accounting for all possibilities; constructing models; constructing tables; guessing; checking; working backwards; making a drawing or graph; identifying the given, redundant, and required, etc.

**Conduct class study-reading workshops**

Lead students through study-reading techniques that will help them become more efficient and effective readers. (See Appendix B, Example 18.)

**Have students purchase and use appropriate technical and medical dictionaries.**

Dictionaries provide the student with a ready reference on the vocabulary used by the instructor or found in reading.

**Have students keep a learning journal.**

The learning journal can often lead underprepared students to an awareness of the strengths and weaknesses of their learning strategies. The instructor's written responses to the student's journal entries provide an opportunity for personal communication and feedback. (See Appendix B, Examples 6 and 7.)

**Have students make flash cards.**

Because correct practice makes perfect, the underprepared student may find the use of flashcards to be a simple and effective means of reinforcing both course vocabulary and content. (See Appendix B, Example 21.)

Some instructors have found it useful to hold workshops on making flash cards, modeling the making of flash cards and then carefully observing the students as they practice. (See Appendix B, Examples 19 and 20.)

**USING PEER SUPPORT AND ENCOURAGING GROUP STUDY** The emphasis here is two fold: encourage students to share with one another and structure group study so that the weaker student has the opportunity to take advantage of the knowledge and skills of the competent, superior student.

**Cultivate a positive relationship between stronger and weaker students.**

It is most helpful to the underprepared student to be worked into a group of students who are at a higher level of progress in the course. So much of the time underprepared students seem to group together. The instructor may tactfully suggest to a stronger student that he or she reach out to the weaker student and vice versa.

**Help students form effective study groups.**

Both support and group study are encouraging to the underprepared student. The teacher may be instrumental in suggesting and arranging study groups. Approaching students individually or suggesting that students interested in becoming part of a study group meet at a designated place and time may be a method of introducing this approach.

Encourage the underprepared student to be part of a study group mixed with at least a few stronger students. Participation in a study group allows the students to:

- share class notes and information
- use terminology and practice communications and psychomotor skills
- become a support for other members of the group

Suggest that a student exchange class and study notes with a competent peer.

In class, have students share their superior work and/or have students share a weaker preparation and allow the class to critique the assignment.

Enable the students to seek out other students for peer review of homework assignments, projects, papers, etc.

**STUDENT FEEDBACK** Students involved in the learning process can give excellent feedback about their learning needs. It is important to poll students to obtain information about how they see their strengths and weaknesses and level of preparedness.

**Obtain information from students that will help you help them.**

Student feedback can include both self evaluation and course evaluation. Instructors may want to ask how they may be more helpful and provide the assignments and environment most beneficial for the student's learning.

**Give feedback by multiple methods.**

Instructor feedback may consist of correcting assignments, discussing student progress in a student-teacher conference, reviewing test papers, and sending personal notes.

**INDIVIDUAL COUNSELING**

**"Don't do nothing."**

One basic principle to consider in dealing with the underprepared student is--as one of our colleagues put it--"Don't do nothing." In other words, attempt intervention; try various techniques. Some of the best assistance for the underprepared student occurs when the instructor is able to meet with the student and counsel that student on a one-to-one basis. Colleagues offered some very helpful guidelines on how to get

students to a one-to-one meeting and some helpful hints on making that meeting productive.

**Require office visits.**

Some instructors have their students schedule conferences during office hours as a requirement of the course. This could be used for all students or specific groups of students identified by test scores or other indicators of course progress.

**Write student contract or write a progress note to identify problem areas and appropriate tasks that a student must accomplish within a certain time frame.**

Students have a clearer idea of what they must do to bring their progress to a satisfactory level when a contract identifies specific tasks and a time frame in which to accomplish those tasks. It is helpful when all of this is in writing and specifically discussed by student and instructor. The contract should be maintained until the skill or material is mastered or another route is chosen. (See Appendix B, Example 22.)

It may be that a well-timed progress note indicating problem areas such as attendance, GPA, clinical or laboratory performance, test scores, etc., can prevent unsatisfactory performance. Both the contracts and progress notes should be signed by the student and both the student and the instructor should receive a copy. (See Appendix B, Example 23.)

**Provide one-on-one explanation of problems by going over assignments.**

It is very helpful to the underprepared student to receive individual assistance with specific assignments and class work. Students sometimes just need time and the opportunity to clarify their own ideas and misconceptions. Others may need a specific schedule for follow-up assistance or private tutoring.

**Make referrals.**

It may be necessary to refer the student to other people or services in order to assure optimum progress. (For specific referral procedures, see the Resources section. Also, see Appendix B, Examples 14 and 26.)

**Point out to the students that improvement or a slip in performance has been observed.**

Students need specific feedback concerning their strengths and weaknesses, their improvements or problems. (See Student Feedback, p. 31, in this section.) Individual conferences provide an excellent opportunity to identify these points with students.

**Walk through sample assignments during office hours.**

Very often students are overwhelmed by the total picture of a class and assignments. "Walking" students through the class schedule, reviewing a previous class presentation, or showing the student how to approach an assignment--these offer the student a chance to review the material with further explanation by the instructor.

**Review some techniques of reading and test construction.**

Individual counseling time offers the instructor the opportunity to review with the student some techniques that can help the student better understand and complete tests and reading assignments.

**Offer individual counseling when needed.**

Underprepared students may need additional attention in order to prevent them from giving up. Some actions on the part of the instructor may provide the specific encouragement and environment that enable the student to be successful. Some of those actions are as follows:

- Watch for positive results no matter how small and point them out to the student.
- Be availble for discussion of a student's personal problems as well as academic problems. They may be interrelated.
- If a student does not come to class, send a letter or call the student at home. (See Appendix B, Examples 24 and 25.)

**INSTRUCTOR ATTITUDES AND BEHAVIOR:** Underprepared students don't consciously choose to be unsuccessful; they often just lack attitudes and strategies for academic success. Instructors can be powerful role models for students by demonstrating the attitudes and behaviors that lead to accomplishment and satisfaction.

**Grow and change as a professional and share learning experiences, thereby modeling what it means to be a learner.**

After incorporating a new idea or some current research into a course, instructors might want to tell students how they got the new material. If an instructor is taking a class, students may benefit by hearing about the instructor's learning experiences--how he or she took a test, wrote a paper, read some difficult material. One instructor who wrote and presented a paper shared the process she went through.

**Reflect the joy, commitment, and enthusiasm you feel for a particular discipline and for teaching.**

Excitement and enthusiasm expressed by instructors for their subject are contagious and a source of positive energy for students.

**Respect students as individuals capable of growth and change.**

Accept students at their own level; then draw students out to grow and change.

Listen to students with respect.

Avoid derogatory comments regarding a student's slowness.

Be familiar with other cultures. A student's culture may hold the key to solving learning problems.

**Offer encouragement. Apathetic and discouraged students need strong role models.**

Find something positive to say to even the poorest student. The student may internalize an instructor's attitudes, gain self-confidence, try harder, and in the future feel more comfortable seeking help.

**Reinforce any student behavior that will lead to success.**

For example, thank a student who asks for clarification of a concept. Treat a puzzled look as a positive act. Compliment a student after class for being attentive.

**Use a tone of voice and other verbal and nonverbal cues that communicate the message "I believe each student has ability."**

**Be willing to act as an advocate or to provide support for the student.**

Many underprepared students don't know how to make their way in the "system." For example, if a student isn't prepared to do the work in your class, help the student find and transfer to a more suitable class.

**Be approachable, easy to talk to.**

Speak with students (especially those who appear shy or uncomfortable) before class begins so they won't be fearful or too much in awe.

Reach out to students who seem to be shy or reluctant. An extra smile or a few words may be very encouraging to the underprepared student.

**Remind students frequently that there are people who can help them.**

Guide students to specific resources for assistance and opportunities for reinforcement.

**Use "What if" simulations so students can apply information to real life situations.**

Helping students respond to "What if this or that happened or was asked on a test" gives the student an opportunity to think through in a non-threatening situation various solutions to a problem. By the time the student actually experiences the problem, a prepatory experience has been provided.

**Be aware of the impact of an instructor's interpersonal communication techniques on the student.**

Learning students' names and being able to use them easily helps instructors relate more positively to students.(See Appendix B, Example 4.)

Renew or create self-confidence in students.

Use methods of positive reinforcement to help the student gain more confidence. This begins with gaining the student's confidence and trust by being consistent and honest and by confronting the student with problems as well as paying compliments.

# RESOURCES OF INTEREST TO UNDERPREPARED (AND OTHER) STUDENTS

## RESOURCES OF INTEREST TO UNDERPREPARED (AND OTHER) STUDENTS

The following is a list and description of services that many faculty have found useful. It should be noted that though the list is fairly lengthy, it is by no means complete. There are other services at the college which may be equally relevant. In this connection, we hope that faculty will view this list as a "work in progress" and will assist in updating it.

Adult Learning Center
Aviation Learning Center
Biology Learning Improvement Center
Career Planning Center
Center for Learning Assistance Services
College Children's Center
Computer Learning Centers (Business)
Cooperative Work Experience
Counseling
Electronics Learning Center
English Skills Center
Financial Aid / College Work Study / Veterans' Affairs
Foreign Language Learning Center and Lab
Hearing and Speech Clinic
Job Placement Services
Library
Math-Physical Science Computer Lab and Learning Center
Nurse (College)
Nursing and Health Technologies Learning Center
Office Occupations Self-Paced Classrooms
Senior Center / Senior Studies Progam
Special Education Center
Transfer Center
Women's Center

## ADULT LEARNING CENTER

**Key services:**

1. Fundamental assistance with basic skills: reading, English (spelling and vocabulary), grammar, arithmetic and study skills.
2. Preparation for the GED.
3. Helping students brush up on skills for the LBCC College Assessment Test.
4. Instructors detail individual self-paced programs for students who are enrolled in a zero-credit, open-entry, open-exit individualized course (BAE 601). Instructors assist and work one-on-one as necessary.

**Students who can be served:**

Students present or new to LBCC who need to review or refresh their basic educational skills or who are preparing for the GED.

**Procedure for using services:**

1. Students:
   A. Walk in the Center.
   B. Approach any of the instructors or aides (they all have red name tags) and indicate assistance sought.
   C. Subsequently register for BAE 601. (Note: zero units = no enrollment fee.)
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-Th, 8:30 a.m. - 9:00 p.m.
F, 8:30 - 2:00 p.m.
[Note: variable morning hours with one instructor are available in the center for Learning Assistance Services at LAC.]

**Place:**

PCC: EE150

**Telephone number:**

PCC: 599-7978

**Contact person:**

Paul Waechter

**Special equipment:**

"Visualtek" electronic reading magnifier for the visually impaired.

## AVIATION LEARNING CENTER

**Key services:**

1. On-hands simulator experience in applying theoretical flight problems (applications of theoretical knowledge). Seven flight simulators available.
2. Enhancement of the aviation lecture through video tapes and slides, enabling students to see what is being talked about in the classroom.

**Students who can be served:**

1. Any student enrolled in aviation classes.
2. Any student who could use the audio-visual materials (except for the flight simulators) in conjunction with another class at the college.

**Procedure for using services:**

1. Students:
   A. Sign up for an aviation course.
   B. Show up at the Learning Center and ask for Bill Foster.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-F, 9:00 a.m. - 2:00 p.m.
M-Th, 5:00 p.m. - 10:00 p.m.
[Note: This schedule is variable depending on how many classes are offered in a given semester.]

**Place:**

LAC: Bungalows (Veteran's Stadium at Clark on Lew Davis St., across from General Telephone Building).

**Telephone number:**

LAC: 420-4567

**Contact person:**

Bill Foster

## BIOLOGY LEARNING IMPROVEMENT CENTER

**Key services:**

1. Providing keys to study questions for Life Science Department classes (e.g., Anatomy 1, 41; Biology 41, 60, 61, 62; Health Education; Physiology).
2. Providing keys to quizzes and tests for life science classes.
3. Providing keys to lab activities, to drawings, and to TURTOX quizzes for life science classes.
4. Providing filmstrips (anatomy and physiology; pathology; biology), 2 X 2 slides, microscopes, microscope slides, and charts.
5. Providing models, specimens, and bones (articulated and disarticulated human bones).
6. Providing access to life science instructors' reserve lab materials.
7. Providing testing for life science courses.
8. Providing limited tutoring by instructional associates.
9. A limited library of life science textbooks.

**Students who can be served:**

Any student taught by an instructor who leaves materials for use in the Center.

**Procedure for using services:**

1. Students:
   A. Sign in with instructional associate and indicate what materials are needed.
   B. Use materials.
2. Faculty referral procedure: no special referral needed.

**Times:**

M-Th, 7:00 a.m. - 7:00 p.m.
F, 7:00 a.m. - 4:00 p.m.

**Place:**

D111

**Telephone number:**

LAC: NONE

**Contact person:**

Roger Hough (LAC: 420-4418)

## CAREER PLANNING CENTER

**Key services:**

1. Career counseling which takes into account all needs and characteristics of the individual seeking help.
2. Individual testing (interest and preference surveys) to facilitate career decision making.
3. A library of audio and video tapes, information on public and private colleges and universities both in and outside of California, college and university catalogs on microfiche, and career information files (on businesses; governmental agencies; professional organizations; unions; universities).
4. Assistance with resume writing and preparing for interviews.
5. Careers and Self-Concepts class (Counseling 48).
6. Self-paced Career Exploration Program.

**Students who can be served:**

1. Students who have not declared a major or who are unsure about the major they have declared.
2. Students who have changed majors in the last two years.
3. Students who are encountering academic difficulty in their intended major.
4. Students who are the first generation in college.
5. Underachievers.
6. Returning students.

**Others who can be served:**

Open to all members of the community.

**Procedure for using services:**

1. Students:
   A. For career counseling, make an appointment (one hour) in person or on the phone [the night before each appointment, students are reminded via telephone].
   B. For the information library, just come in and approach the staff or assistants.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-Th, 8:00 a.m. - 7:00 p.m.
F, 8:00 a.m. - 4:00 p.m.
PCC: M-Th, 8:00 a.m. - 5:00 p.m.
F, 8:00 a.m. - 4:00 p.m.

**Places:**

LAC: L102 PCC: AA124

**Telephone numbers:**

LAC: 420-4283 PCC: 599-7915

**Contact persons:**

LAC: Bob Mantovani or Pat Reed
PCC: Diana Ogimachi or Ruth Abair

## CENTER FOR LEARNING ASSISTANCE SERVICES

**Key services:**

1. Instructional support of activities of other departments (including Accounting, Art, Chemistry, History, Music, and Political Science) through the maintenance of instructional media and supplemental materials. Video tapes, audio tapes, audio tapes and slides, and the like are available on reserve or on open shelves. [For English instructional support materials, see "English Skills Center."]
2. Computer Assisted Instruction (CAI) lab and classroom [LAC]. The facility has 26 Apple II series (e and GS) computers and 8 TRS80 Model IV computers. Also available is a library of varied software for these machines.
3. Workshops in learning skills (time management, lecture notetaking, memory enhancement, and test taking).
4. Individualized instruction in learning skills (open-entry, open-exit courses for general students [LAC and PCC] and for occupational students [PCC only].
5. Subject matter tutoring (including accounting, biology, chemistry, economics, English, history, math, physics, political science, psychology, sociology, and speech).

**Students who can be served:**

Any student at LBCC who desires learning assistance (see description of services above).

**Procedure for using services:**

1. Students:
   A. Appear at check-in counter(s) to request services, or
   B. Come to free workshops (no sign-ups necessary), or
   C. Enroll in a course in learning skills (for individualized instruction only).
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-Th, 8:00 a.m. - 10:00 p.m.
F, 8:00 a.m. - 2:00 p.m. (CAI Facility, 8:00 a.m. - 4:00 p.m.)
S, 10:00 a.m. - 4:00 p.m.

PCC: M-Th, 8:30 a.m. - 5:00 p.m. (T & Th until 8:00 p.m.)
F, 8:30 a.m. - 1:00 p.m.

**Places:**

LAC: L117 PCC: EE154

**Telephone numbers:**

LAC: 420-4474 PCC: 599-7982

**Contact persons:**

LAC: Cliff Uejio PCC: Sandy Finstuen

**Special equipment:**

"Visualtek" electronic reading magnifier for the visually impaired.

**COLLEGE CHILDREN'S CENTER**
**Pacific Coast Campus**

**Key services:**

1. Provide child care for young children of LBCC students and staff. (Children must be at least 2 years old and toilet trained and no older than qualifying for kindergarten.)
2. Child care here is not just baby sitting: supervised activities and interest centers encourange children to develop in areas such as creative arts, music, science, dramatic play, language arts, and motor skills.
3. On-site vision testing conducted by the Lions Club.
4. On-site hearing testing conducted by the John Tracy Clinic.
5. Special education referrals to the LBUSD and to appropriate community agencies.
6. Special attention provided by nursing students who do their pediatric nursing rotation at the center.
7. Special attention provided by child development students who conduct their practicum in observation at the center.

**Students/staff who can be served:**

Any students or staff members with young children as described in #1 above.

**Procedure for using services:**

1. Students:
   A. Come to the center in person and complete an enrollment packet. [The parent must enroll in CD603 (1 hour of lab time per week of parent participation: open-entry, open-exit course). There is a registration fee of $10 and an additional weekly fee of $1.50 per hour for the first child (additional $ .75 per hour for each subsequent child).]
   B. Arrange for a one-to-one orientation appointment with the center director.
   C. Complete an approved schedule for the child(en) and use center in accord with this schedule.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

Services for children offered M-F, 7:30 a.m. - 5:00 p.m.
Office open M-F, 8:00 a.m. - 4:00 p.m.

**Telephone number:**

PCC: 599-8079

**Place:**

PCC: 1901 Walnut Avenue (1/2 block north of PCH)

**Contact Person:**

Chris Jacobs

## COMPUTER LEARNING CENTERS [BUSINESS]

There are two microcomputer labs with approximately 30 IBM compatible computers (LAC and PCC) and one IBM 4331 mainframe lab (LAC).

**Key services:**

1. Providing computer equipment for student use.
2. Providing assistance with business computing assignments and assistance with computer equipment. Lab assistants are present to provide this service.
3. Providing some software for student use (e.g. MS DOS 3.1, PC Write).

**Students who can be served:**

Any student with a current ASB card.

**Procedure for using services:**

1. Students:
   A. Sign in with lab assistant for a computer or terminal.
   B. If desired, request specific software/program.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-F, 7:00 a.m. - 12:00 noon
M-Th, 1:00 p.m. - 9:15 p.m.
PCC: Lab used by ETP (Employment Training Program) 8:00 a.m. - 1:00 p.m., M-F, and by CBIS classes 1:00 p.m. - 10:00 p.m. , M-F.
Thus general usage hours are M, 1:00 - 4:00 p.m.

**Places:**

LAC: M115 (microcomputers)
N115-117 (mainframe)
PCC: EE251 (microcomputers)

**Telephone numbers:**

LAC: 420-4569 (microcomputers)
420-4479 (mainframe)
PCC: 599-8031 (microcomputers)

**Contact persons:**

LAC: Renae Powell
PCC: Joan Rudolph

## COOPERATIVE WORK EXPERIENCE

**Key services:**

1. Providing students with the opportunity to experience a direct relationship between their major course of study and their work.
2. Granting work experience credits for learning that takes place while working on the job. (For a precise description of current policies, see heading of "COOPERATIVE WORK EXPERIENCE EDUCATION" in the current Schedule of Classes.)
3. "Conference on Problems" classes in various vocational majors and departments (e.g. for Fall 1987, Child Development, Home Economics, Hotel/Restaurant Management, Insurance/Financial Planning, Management, Photography, Physical Education, Ship Construction/Repair, and Travel/Tourism).
   In these classes, students formulate at least three learning objectives which they must achieve on the job. In addition, the "Conference on Problems" class instructs students in various job related interpersonal skills and orients students to methods of finding available resources.

**Students who can be served:**

1. Any student:
   A. with a job related to his/her major who has elective units to fulfill. (For a specific list of qualifying majors, see the index to the current Schedule of Classes under "Cooperative Work Experience.") and
   B. who is confident of his/her choice of major.

**Procedure for using services:**

1. Students:
   If qualified, sign up for both "Work Experience" and "Conference on Problems." (Students complete an application at the first class meeting of "Conference of Problems.")
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC and PCC: M-F, 8:00 a.m. - 4:30 p.m.

**Places:**

LAC: L102
PCC: MM112

**Telephone numbers:**

LAC: 420-4336
PCC: 599-8055

**Contact persons:**

LAC: Jim Ostach or Brenda Greenawalt
PCC: Ellen Driscoll or Sandy Mathis

## COUNSELING

**Key services:**

1. Meeting students on an appointment basis (30 minutes) for academic planning and guidance.
2. Helping students work through academic problems such as probation, suspension, and lack of required completion ratio.
3. Drop-in counseling (10 minutes).
4. For students with personal problems, no more than six one-hour personal counseling sessions. Students are referred to Bill Judd or Mary Williams for this service. During the course of these sessions, referral is sometimes made to Family Service of Long Beach (a public agency).
5. Individual testing (including the Myers-Briggs Type Indicator).
6. Appointments for the College Assessment Test.
7. ACT and SAT test booklets.
8. Courses in Careers and Self Concepts, Study Skills, and Self-Improvement (assertiveness; handling math anxiety).
9. Course equivalent lists for four-year schools.
10. Curriculum Guides.
11. Counseling and registration for most disabled students.
12. Evening counseling for students who attend evening classes.

**Students who can be served:**

All students at the College.

**Procedure for using services:**

1. Students:
   A. Make an appointment in person or on the phone (the night before each appointment, students are reminded via telephone).
   B. Appear for 30 minute appointment.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC and PCC: M-Th, 8:00 a.m. - 9:00 p.m.
F, 8:00 a.m. - 5:00 p.m.

**Places:**

LAC: A-CNSL PCC: AA158

**Telephone numbers:**

LAC: 420-4141 PCC: 599-7920 or 599-7922

**Contact persons:**

LAC: Mary Williams or any counselor
PCC: Dick Benson or any counselor

## ELECTRONICS TECHNOLOGY PROGRAM

**Key services:**

1. Basic "hands on" support for electronics technology students.
2. Assistance rendered in native (non-English) language if necessary.
3. Assistance in math and electronics for electronics classes.
4. Basic assistance (both theory and/or laboratory). Proctors (former premier students of the Electronics Technology courses [ELTC 51AB, 52AB]) give one-to-one assistance in the above.

**Students who can be served:**

Any student taking any electronic classes toward an occcupational certificate and/or an A.S. degree, but not Introductory Electricity and Electronics (ELTC 50).

**Procedure for using services:**

1. Students:
   A. Sign up for ELTC 51A for proper assessment and placement (mandatory) at the appropriate level. (This is done at the beginning of each semester.)
   B. Appropriate classroom attendance in both lecture and laboratory.
2. Faculty referral procedures: no special referral procedure needed.

**Times:**

M-Th, 9:30 a.m. - 3:30 p.m., tutorial with proctors as needed.
M-Th, 6:00 p.m. - 7:00 p.m., tutorial with proctors as needed.

**Place:**

LAC: B203

**Telephone number:**

LAC: 420-4301

**Contact person:**

Bud Johnson

## ENGLISH SKILLS CENTER

**Key services:**

1. Individualized reading and writing instruction; open-entry, open-exit credit courses (including writing,spelling, punctuatuion, grammar, reading, vocabulary building, speed reading,textbook reading).
2. Walk-in reading and writing assistance (essays, research papers, essay exams, reports, reading assignments).
3. Workshops in reading and writing.
4. Self-instructional programs and modules (reading, vocabulary building, writing, spelling, punctuation, speed reading).
5. Information on the English portion of the College Assessment Test.
6. Writing adjuncts (set up between the English Skills Center and individual LBCC instructors).
7. Research writing course.

**Students who can be served:**

Any student at LBCC who wants help with writing, reading, and related skills (see description of services above).

**Procedure for using services:**

1. Students:
   A. Come to the Center, or
   B. Sign up for an orientation appointment.
   C. Enroll in a course, or
   D. Come to free workshops (no sign-ups necessary).
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-Th, 8:00 a.m. - 9:00 p.m.
F, 8:00 a.m. - 12:00 noon.
PCC: M-Th, 8:30 a.m. - 5:00 p.m. (T & Th until 8:00 p.m.)
F, 8:30 a.m. - 1:00 p.m.

**Places:**

LAC: L117 PCC: EE154

**Telephone numbers:**

LAC: 420-4474 PCC: 599-7982

**Contact persons:**

Bonnie Brinkman: Coordinator
Mary Ellmann: Reading

## FINANCIAL AID / COLLEGE WORK STUDY / VETERANS' AFFAIRS

**Key services:**

Financial Aid:

1. Supports students financially.
2. Supports students with counseling.

College Work Study:

Provides paid job training to students with demonstrated financial need.

Veterans' Affairs:

1. Provides Counseling.
2. Certifying enrollment at LBCC to the Veterans Administration so that qualified veterans may receive veterans educational benefits.

**Students who can be served:**

Financial Aid: Those students who are poor (this is established by a formula which takes into account income, assets, family size and numbers in college).

College Work Study: Those students who qualify for financial aid and who have little or no work experience.

Veteran's Affairs: Veterans and dependents of veterans who are deceased or 100% disabled from service connected disability causes.

**Procedures for using services:**

Financial Aid and College Work Study:

1. Students: Just come in. The appropriate forms will be provided to match the individual's situation.
2. Faculty referral procedure: no special referral procedure needed.

Veterans' Affairs:

1. Students: Come in with discharge papers (DD 214).
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

| | Financial Aid Office | Veterans' Affairs Office |
|---|---|---|
| LAC: | M-Th, 8:00 a.m. - 7:00 p.m.<br>F, 8:00 a.m. - 5:00 p.m. | |
| PCC: | M-F, 8:00 a.m. - 4:30 p.m. | M-Th, 9:00 a.m. - 8:00 p.m. |

**Places:**

| | Financial Aid Office | Veterans' Affairs Office |
|---|---|---|
| LAC: | A101 | |
| PCC: | AA133 | AA139 |

**Telephone numbers:**

[See Contact Persons, below]

**Contact persons:**

| | |
|---|---|
| Financial Aid: | Mike MacCallum (420-4588, 599-7957) |
| | Toni Dubois (420-4573, 599-7957) |
| College Work Study: | Shirley Sparks (420-4570) |
| | Ginny Garron (599-7954) |
| Veterans' Affairs: | Marge Archibald (599-7932) |

## FOREIGN LANGUAGE LEARNING CENTER AND LAB

**Key services:**

1. Providing audio and video portions of language instruction.
2. Providing information about foreign language study programs.
3. Providing counseling about careers for students proficient in foreign languages.
4. Tape duplication service for language lab tapes (usually 1-2 days turnaround time required).

**Other services (Provided by Foreign Language Department):**

A "tutoring" class for first-year language students (150-level class for French, German, and Spanish).

**Students who can be served:**

Any LBCC student interested in foreign languages

**Procedure for using services:**

1. Students:
   A. Check posted schedule of available hours (when classes are not scheduled for the lab).
   B. Check with the instructional associate for specific assignments to supplement classroom instruction.
   C. Use equipment and materials.
2. Faculty referral procedure: no special referral needed.

**Times:**

M-Th, 8:00 a.m. - 8:00 p.m.
F, 8:00 a.m. - 4:30 p.m.

**Place:**

M103

**Telephone number:**

LAC: 420-4320

**Contact person:**

Fred Rossmannek (Instructional Associate)

## HEARING AND SPEECH CLINIC

### Pacific Coast Campus

**Key services:**

1. Evaluation, diagnosis, and treatment of students with communicative disorders.
2. Individual and small group help for speech, hearing, or language problems.
3. Referral for psychological, medical and/or prescriptive education services related to speech/language/hearing disorders.

**Students who can be served:**

Any student with communication disabilities such as:

Stuttering
Voice Disorders
Articulation Disorders
Hearing Loss
Language (Aphasia)

**Procedure for using services:**

1. Students:
   A. Make an appointment on the telephone.
   B. Fill out and return by mail the following which will be mailed out when telephone appointment is made:
      1. Pre-evaluation Questionnaire
      2. Adult Information Questionnaire
   C. Appear for evaluation appointment.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-Th, 9:00 a.m. - 4:00 p.m.
F, 9:00 a.m. - 1:00 p.m.

**Place:**

PCC: EE257E

**Telephone number:**

PCC: 599-8027

**Contact person:**

Marilyn Edwards

## JOB PLACEMENT SERVICES

**Key services:**

1. Assist students in locating jobs appropriate to their skills and interests through job opportunity information and referrals. (Weekly job lists are maintained, and interview appointments are made with prospective employers.) A majority of the listings are for part-time or temporary positions. Many excellent full time positions are available throughout the year.
2. Arrange campus visits with prospective employers.
3. At PCC, provide a listing of job openings in Los Angeles and Orange Counties through a Job Bank Outstation of the California Employment Development Department (EDD).
4. Cooperate with Financial Aids Office in obtaining employment for qualified students.
5. Work with Special Education Department by assisting them in locating jobs for physically handicapped students.
6. Distribute current occupational trends to faculty/students.
7. Provide limited information on employers for students who are preparing for interviews.
8. Offer information to students on job seeking techniques and sample resume writing.

**Students who can be served:**

Any student at LBCC, any alumnus(a), and at PCC any potential students (see information on EDD Outstation, above #3).

**Procedure for using services:**

1. Students:
   A. Fill out an application form.
   B. See staff member who will call and make an appointment with a prospective employer.
   C. Present prospective employer with our referral card.
   D. Notify staff of the results within three days.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-Th, 8:00 a.m. - 5:00 p.m. (until 6:00 p.m. on Mondays during regular Spring and Fall semesters);
F, 8:00 a.m. - 4:00 p.m.

PCC: M-F, 8:00 a.m.- 5:00 p.m. (T & Th until 7:00 p.m. during regular Spring and Fall semesters only).

**Places:**

LAC: L102 PCC: AA128

**Telephone numbers:**

LAC: 420-4500 PCC: 599-7900

**Contact persons:**

Cal Farmer or Alice Dokter (LAC) or Vene Paano or Denise Chinnell (PCC)

## LIBRARY

**Key services:**

1. Providing resource materials that are necessary for LBCC students to carry out their mission as students. Generally, all materials may be checked out with the exception of reference material, bound periodicals, and newspapers.
2. Providing materials for pleasure reading.
3. Helping students find material not always in a book (e.g. microfilm and microfiche; periodicals and pamphlets).
4. Card catalog and interlibrary loan.
5. Referrals to the public library and CSULB: if a specific book is not available in our collection, the reference librarian can issue a referral slip which will grant the bearer check-out privileges for that particular book (specific author and title must be given).
6. Self-paced courses in the use of the library and (in conjunction with the English Skills Center) an adjunct course in research techniques for the term paper.
7. Library orientations for specific classes on request.

**Students who can be served:**

Any student actively enrolled at LBCC.

**Procedure for using services:**

1. Students:
   A. Just use materials or see reference librarian.
   B. To check out materials the following two items are necessary:
      1) ASB Card
      2) Drivers license or some other identification with same address as ASB card.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

LAC: M-Th, 7:00 a.m. - 10:00 p.m.
F, 8:00 a.m. - 4:00 p.m.
Sat, 10:00 a.m. - 4:00 p.m.
Sun, 12:30 p.m. - 4:30 p.m.

PCC: M-Th, 7:30 a.m. - 3:00 p.m. and 6:00 p.m. - 9:00 p.m.
F, 7:30 a.m. - 2:30 p.m.

**Places:**

LAC: Library PCC: AA235

**Telephone numbers:**

LAC: 420-4575 PCC: 599-8028

**Contact person:**

Reference Librarian

## MATH-PHYSICAL SCIENCE LEARNING CENTER
## MATH-PHYSICAL SCIENCE COMPUTER CENTER

**Learning center key services:**

1. Individual walk-up tutoring in mathematics, physics, and chemistry.
2. Self-paced sections of Math 860 (Modern Arithmetic), Math 150 (First Course in Algebra), and Math 30 (Intermediate Algebra).
3. Books, audio tapes, and printed materials in mathematics, physics, and chemistry. Video Tapes (87-88).
4. Review for the math portion of the College Assessment Test.

**Computer center key services:**

1. Location of Math-Engineering programming classes.
2. Location of application classes (e.g. physics labs).
3. Location of COMIS 1 classes. (COMIS 1B and 10B, Spring '88).
4. Computer assisted instruction (CAI) and computer managed testing programs in several areas such as algebra, statistics, political science, and history.

**Students who can be served:**

Any LBCC student needing help in math, physical sciences, or COMIS 1B.

**Procedure for using services:**

1. Students: Just walk in and be enrolled in any course at the college.
2. Faculty referral procedure: no special referral procedure needed.

**Special services:**

Math and physical science faculty may leave make-up tests for administering by the center staff. These are filed in the center under instructor's names.

**Times:**

M-Th, 8:00 a.m. - 9:00 p.m.
F, 8:00 a.m. - 3:00 p.m.

**Place:**

LAC: D201

**Telephone number:**

LAC: 420-4476

**Contact person:** Herb Garrett

## NURSE (COLLEGE)

**Key services:**

1. Individual health education and counseling.
2. Individual screening programs (both campuses: high blood pressure, vision; LAC only: hearing, PCC: referral to Hearing and Speech Clinic).
3. Health fairs, workshops, and special health related presentations or programs (e.g. AIDS, etc.).
4. Referrals to community agencies (e.g. Long Beach Comprehensive Health Center, etc.).
5. Assitance with arranging transportation for students who are incapacitated through accident or sudden illness.
6. First aid available for accidents and sudden illness. First aid kits are available in every building and Civil Defense Cabinets are at key campus locations. In addition, two first-aid kits in the nurse's office may be checked out for off-campus field trips.
7. Tuberculin screening for employees and for students in culinary and child development programs. Readings of tuberculin tests initiated at other locations.
8. Assistance with health insurance forms where campus accidents are involved.
9. Information and available forms for ASB health and accident insurance.
10. Literature on health related matters including current periodicals, free pamphlets, and current issues of newsletters such as the FDA's Consumer and the University of California's Wellness Letter, etc.
11. Rest facilities for the suddenly ill or incapacitated (two cots are available).
12. P.E. exclusions.

**Students who can be served:**

Any student with personal health concerns.

**Procedure for using services:**

1. Students: Just walk in during open hours or make an appointment.
2. Faculty referral procedure: no special referral procedure needed.

**Times (nurse's lunch hour varies):**

LAC: M, 9:00 a.m. - 4:00 p.m.
TWTh, 8:00 a.m. - 4:00 p.m.
F, 8:00 a.m. - 2:00 p.m.
PCC: M - F, 8:00 - 4:00 p.m.

**Places:**

LAC: Q124
PCC: Central Administrative Area AA104

**Telephone Numbers:**

LAC: 420-4210
PCC: 599-7992

**Contact Persons:**

LAC: Gen Hornak
PCC: Susan Tiso

## NURSING AND HEALTH TECHNOLOGIES LEARNING CENTER

**Key services:**

1. Audio-visual materials (tapes, filmstrips, and slides).
2. Study area.
3. Reference materials not available in the library (all required textbooks and articles).
4. Testing in sub modules (individual learning projects).
5. Practice skills such as IM, IV, suctioning, and dressing changes.
6. Make-up testing within one week of return from excused absences.

**Students who can be served:**

1. Any student enrolled in ADN 600, Nursing Learning Center.
2. Any student enrolled in any Nursing and Health Technologies Division course.

**Procedure for using services:**

1. Students:
   A. Sign up for one of the above courses.
   B. Show up at the Learning Center.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-F, 7:30 a.m. - 4:30 p.m.

**Place:**

LAC: C300

**Telephone number:**

LAC: 420-4299

**Contact person:**

Learning Center Technician (Janice Cardin as of 6/1/87)

## OFFICE OCCUPATIONS SELF-PACED CLASSROOMS
### Pacific Coast Campus

There are three distinct self-paced classrooms: (1) Beginning, (2) Intermediate/advanced, and (3) Word Processing.

**Key services:**

Beginning classroom: Individualized, open-entry, open-exit course work in typewriting, shorthand, business machines, filing, business English, telephone dynamics, microcomputer software for offices, and clerical decision making. Also employment training and interviewing. Maximum capacity at any one time: 81 students.
Intermediate/advanced classroom: Individualized, open-entry, open-exit course work in intermediate and advanced typewriting, machine transcription, shorthand, and office job training. Maximum capacity at any one time: 45 students.
Word processing classroom: Individualized, open-entry, open-exit course work in microcomputer word processing and proofreading skills. IBM compatible computers, IBM Displaywriters and Wang Word Processors are used. Maximum capacity at any one time: 32 students.

**Students who can be served:**

Any student at LBCC.

**Procedures for using services:**

1. Students:
   A. Show up at classroom.
   B. Talk to any instructor; placement is made on the basis of typing speed.
   C. Subsequent enrollment in a non-credit course is required.
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

| | | |
|---|---|---|
| Beginning: | M-F, | 8:00 a.m. - 3:00 p.m. |
| | M-Th, | 5:30 p.m. - 8:30 p.m. |
| Intermediate: | M-F, | 8:00 a.m. - 12:00 Noon |
| | M&W, | 5:30 p.m. - 8:00 p.m. |
| Word Processing: | M-F, | 8:00 a.m. - 12:00 Noon |
| | M-Th, | 5:00 p.m. - 9:00 p.m. |

**Places:**

PCC: AA202 / AA205 / AA206

**Telephone numbers:**

PCC: 599-8033 / 599-8035 / 599-8032

**Contact persons:**

Sue Ann Wiswell or Cheryl Stahl / Marilynn Townsend / Olympia Salmas

**Special equipment:**

Braille typewriter and braille printer. Vista screen enlarger for sight-impaired students.

## SENIOR CENTER/SENIOR STUDIES PROGRAM
### Pacific Coast Campus

**Key services:**

1. Encouraging life-long learning.
2. Assistance in class selection and registration procedures.
3. Weekly mini-tours to places of interest in area, such as Descanso Gardens, L.A., Getty and Simon Museums, Space Station, etc.
4. ASB Senior Circle Club - social interaction and as support group.
5. Programs and events such as Luau, State Faire and Senior of Year Award Luncheon.

**Students who can be served:**

Any student age sixty or over.

**Procedure for using services:**

1. Senior Center is open to all senior adults, and staff is available to assist during office hours.
2. No faculty referral needed.

**Times:**

M-Th, 8:00 a.m. - 4:00 p.m.
F 8:00 a.m. - 12:00 Noon

**Place:**

PCC: FF101

**Telephone number:**

PCC: 599-8047/8048

**Contact person:**

Mary Thoits, Director, or any staff member on duty

## SPECIAL EDUCATION LEARNING CENTER
### Pacific Coast Campus

**Key services:**

1. Diagnosis and intake of students with learning disabilities.
2. Individualized learning assistance for students with learning disabilities.
3. Counseling of students with learning disabilities.
4. Arrangement of special testing assistance in conjunction with all college courses.
5. Liaison with community contacts (e.g. Department of Rehabilitation).

**Students who can be served:**

1. Developmentally disabled adults (those who need to increase their basic educational skills or vocational academic skills).
2. Learning disabled adults.
3. Those with acquired brain injuries.
4. Those seeking general assistance with learning problems.

**Procedure for using services:**

1. Students: Make an appointment for an intake interview with Marv Mastros. He will verify the learning disability(ies) and arrange for additional testing.
2. Faculty referral procedure: no special referral procedure needed. However, by special arrangement the intake interview may be scheduled at LAC as well as PCC.

**Times:**

Sessions are by special arrangement. Approximately 27 hours a week are available.

**Place:**

PCC: EE150

**Telephone number:**

PCC: 599-7926

**Contact persons:**

Marv Mastros, Patrice Kaska

## TRANSFER CENTER

**Key services:**

1. Appointments and drop-in time with representatives from four-year schools (UC, CSU, and private).
2. Printed information about financial aid, housing, parking, and getting around a campus to which a student may transfer.
3. Individualized counseling and advising on transfer concerns.
4. An academic plan (written by representatives from four-year schools).
5. Official evaluation of transcripts prior to application (this is done by special apointment with an evaluator from the school under consideration).
6. Arrangements for participation in "Transfer Days" and campus tours at four-year schools.
7. "ASSIST" (computer software) which provides general information, articulation information, and progress checks with reference to many four-year schools.
8. Workshops by four-year school representatives for assistance with filling out applications.

**Students who can be served:**

Any potential transfer student at LBCC (i.e. anyone with a 2.0 minimum GPA and 15-20 units of transferable coursework).

**Procedure for using services:**

1. Students:
   A. Call and make an appointment with a representative of the school of your choice. (Because of the great demand, LBCC counselors will sometimes serve as representatives for CSULB.)
   B. Or make an appointment in person.
   (The night before each appointment, students are reminded via telephone.)
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-F, 8:00 a.m. - 4:00 p.m.

**Place:**

LAC: A151

**Telephone number:**

LAC: 420-4030

**Contact person:**

Mary Williams or Carol Cash (secretary)

**WOMEN'S CENTER: CONTINUING EDUCATION CENTER FOR WOMEN**
**Pacific Coast Campus**

**Key services:**

1. Helps women explore possibilities for personal growth and make workable plans for their future.
2. Serves as an information center for women students (including referrals to community resources as well as resources on campus).
3. Orientation/information days in conjunction with registration.
4. Sections of classes of interest to re-entry women offered in classrooms adjacent to the Women's Center.
5. Peer counseling (5 women serve 5 hours each week).
6. Testing and evaluation services (career).
7. Thursday Lecture Series.
8. support groups and workshops:
   A. Divorce.
   B. Recent Widows.
   C. Single Parents.
   D. Rap Groups.
   E. Math Anxiety
9. Scholarships ($1,500 total available; individual awards are $100 - $150).
10. Women's Physical Fitness Program.
11. Job Seekers Day--featuring non-traditional jobs for women.
12. Programs in cooperation with the community:
    A. Reading Skills Program
    B. Mentor Program
    C. Women's History Month

**Students who can be served:**

1. Re-entry women students (and men)
2. Other women students

**Procedure for using services:**

1. Students:
   A. Walk in, or
   B. Call first for an appointment
2. Faculty referral procedure: no special referral procedure needed.

**Times:**

M-Th, 8:30 a.m. - 3:30 p.m.
F, 8:30 a.m. - 12:00 Noon

**Place:**

PCC: EE160

**Telephone number:**

PCC: 599-7987 or 599-7986

**Contact person:**

Jan Foster

# APPENDIX

| EXAMPLE NO. | TITLE |
|---|---|
| 1 | Helping the Underprepared Student: A Questionnaire |
| 2 | Helping the Underprepared Student: A Request for Sample of Instructional Materials |

## Helping the Underprepared Student: A Questionnaire

LONG BEACH COMMUNITY COLLEGE DISTRICT
INTERDEPARTMENTAL MEMORANDUM

DATE: April 24, 1986

TO: LBCC Colleague

FROM: Academic Quality Task Force
Subcommittee on Remediation

Bonnie Brinkman (Chair)
Frances Cahill
Mary Ellmann
Harriet Gillerman
Lou Tharp
Cliff Uejio

SUBJECT: HELPING THE UNDERPREPARED STUDENT: A QUESTIONNAIRE

Each of you has had experience with underprepared students who may need additional help in their college classes. Will you please take time to answer the attached questionnaire on this topic?

Many LBCC teachers have individually developed creative and inventive techniques for helping students who are having difficulty in their course work (e.g., putting instructor lectures on videotape, finding an alternative way to demonstrate a technique or skill to a student, referring a student to a support service, etc.). Our goal is to search out these successful methods by polling members of our faculty. We will then compile these valuable teaching ideas into a guide so that we can all share in the creativity and inventiveness already existing in our own faculty. Your ideas will also contribute significantly to recommendations the AQTF will make on helping underprepared students at LBCC.

Give us your ideas. What has actually worked for you in helping students? Your ideas will benefit both faculty and students at LBCC.

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INSTRUCTIONS FOR RESPONDING TO THE QUESTIONNAIRE

When most of us think of remediation, we think of reading, writing, and math because these are vital skills for academic success. But students often work below class level when they lack other skills. The list below contains many areas in which a student might need help. As you respond to the questions on the next few pages, you may want to use the list as a guide or prompt.

1. Basic Academic Skills

- Reading
  - Textbooks
  - Directions
- Writing
- Math/Computation
- Oral language
  - Oral reports
  - Class discussion
- Study skills
  - Note-taking
  - Listening
  - Organizing
  - Goal-setting
  - Test-taking
  - Memory

2. Academic Attitudes and Values

- Awareness of what it means to be a college student
  - Commitment
  - Attendance
  - Classroom demeanor
- Awareness of academic ability
  - Self-confidence
  - Self-placement

3. Non-academic/Personal Factors

- Cultural factors
- Disabilities
- Homelife
- Finances
- Work



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Assessment Areas to Consider

1. Basic Academic Skills

   Reading
   - Textbooks
   - Directions

   Writing

   Math/Computation

   Oral language
   - Oral reports
   - Class discussion

   Study skills
   - Note-taking
   - Listening
   - Organizing
   - Goal-setting
   - Test-taking
   - Memory

2. Academic Attitudes and Values

   Awareness of what it means to be a college student
   - Commitment
   - Attendance
   - Classroom demeanor

   Awareness of academic ability
   - Self-confidence
   - Self-placement

3. Non-academic/Personal Factors

   Cultural factors

   Disabilities

   Homelife

   Finances

   Work



ASSESSMENT

1. How do you determine that a student in your class needs remediating? Please describe some of the warning signs that you observe and/or diagnostic techniques that you employ to identify these students.

Areas of Intervention to Consider

1. Basic Academic Skills
   - Reading
     - Textbooks
     - Directions
   - Writing
   - Math/Computation
   - Oral language
     - Oral reports
     - Class discussion
   - Study skills
     - Note-taking
     - Listening
     - Organizing
     - Goal-setting
     - Test-taking
     - Memory

2. Academic Attitudes and Values
   - Awareness of what it means to be a college student
     - Commitment
     - Attendance
     - Classroom demeanor
   - Awareness of academic ability
     - Self-confidence
     - Self-placement

3. Non-academic/Personal Factors
   - Cultural factors
   - Disabilities
   - Homelife
   - Finances
   - Work

ACTION/INTERVENTION

2. Describe one or more of the most successful techniques you have used to remediate a student in your subject area.

Follow-up Areas to be Considered

1. Basic Academic Skills
   - Reading
     - Textbooks
     - Directions
   - Writing
   - Math/Computation
   - Oral language
     - Oral reports
     - Class discussion
   - Study skills
     - Note-taking
     - Listening
     - Organizing
     - Goal-setting
     - Test-taking
     - Memory

2. Academic Attitudes and Values
   - Awareness of what it means to be a college student
     - Commitment
     - Attendance
     - Classroom demeanor
   - Awareness of academic ability
     - Self-confidence
     - Self-placement

3. Non-academic/Personal Factors
   - Cultural factors
   - Disabilities
   - Homelife
   - Finances
   - Work



FOLLOW-UP

3. Think of the remediation techniques you have just listed. What follow-up techniques do you use to evaluate the success of the student's remediation?

Wish List Areas to Consider

1. Basic Academic Skills
   - Reading
     - Textbooks
     - Directions
   - Writing
   - Math/Computation
   - Oral language
     - Oral reports
     - Class discussion
   - Study skills
     - Note-taking
     - Listening
     - Organizing
     - Goal-setting
     - Test-taking
     - Memory

2. Academic Attitudes and Values
   - Awareness of what it means to be a college student
     - Commitment
     - Attendance
     - Classroom demeanor
   - Awareness of academic ability
     - Self-confidence
     - Self-placement

3. Non-academic/Personal Factors
   - Cultural factors
   - Disabilities
   - Homelife
   - Finances
   - Work

WISH LIST

4. You have just concluded that a student needs remediation in order to do satisfactory work in your class. You have your choice of unlimited resources. Now....create a "wish list" of techniques, programs, etc., that you would like made available to you.

Areas for Recommendation

1. Basic Academic Skills

   Reading
   - Textbooks
   - Directions

   Writing

   Math/Computation

   Oral language
   - Oral reports
   - Class discussion

   Study skills
   - Note-taking
   - Listening
   - Organizing
   - Goal-setting
   - Test-taking
   - Memory

2. Academic Attitudes and Values

   Awareness of what it means to be a college student
   - Commitment
   - Attendance
   - Classroom demeanor

   Awareness of academic ability
   - Self-confidence
   - Self-placement

3. Non-academic/Personal Factors

   Cultural factors

   Disabilities

   Homelife

   Finances

   Work

RECOMMENDATIONS

5. How could we improve our existing remediation efforts at the college? What additions or modifications would you recommend?

Please turn to next page →

1. Name _____ (Optional)

2. May we contact you to talk in more detail about your ideas?

3. What changes would you make in this questionnaire?

Thank you for your ideas. They will be valuable in guiding the recommendations we make on remediation at LBCC.

PLEASE RETURN THIS QUESTIONNAIRE TO BONNIE BRINKMAN BY

THURSDAY, MAY 8, 1986

## Helping the Underprepared Student: A Request for Sample of Instructional Materials

LONG BEACH COMMUNITY COLLEGE DISTRICT
INTERDEPARTMENTAL MEMORANDUM

**TO:** LBCC COLLEAGUES **DATE:** May 19, 1987

**FROM:** Academic Quality Task Force (AQTF)
Subcommittee on Remediation

Bonnie Brinkman (Chair)
Frances Cahill
Mary Ellmann
Harriet Gillerman
Cliff Uejio

**SUBJECT:** HELPING THE UNDERPREPARED STUDENT
A REQUEST FOR SAMPLES OF INSTRUCTIONAL MATERIALS

Last spring, the AQTF Subcommittee on Remediation distributed a faculty survey "Helping the Underprepared Student." Our committee knew that many LBCC teachers had developed successful techniques for helping students who have difficulty in their course work. The committee's goal was to poll members of the faculty and compile their valuable teaching ideas into a GUIDE so that the entire college community could share in the creativity and inventiveness of individual colleagues. Your responses to the survey were generous and valuable.

The GUIDE has been funded and will be written this summer. Now our committee once again requests your help. The APPENDIX to the GUIDE will include samples of specific materials that faculty could use to identify and help underprepared students: questionnaires, contracts, form letters, techniques for using tape recorders or videos to reinforce learning.

As you go through and clean out your files before summer vacation, would you please send us any materials you have that might be appropriate for the GUIDE. Thanks.

SUGGESTIONS

- Contracts
  - Beginning of course
  - Intervention
- Questionnaires
  - Beginning of semester
  - End of semester
- Teacher-made diagnostic tests
  - Subject area and skill tests
- Referral forms
- Writing samples
  - Autobiographies
- Learning Journals
- Tape recorder and video use
- Form letters
- Record keeping
- Other

PLEASE SEND MATERIALS TO BONNIE BRINKMAN BY JUNE 10.

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| EXAMPLE NO. | TOPIC | TITLE |
|---|---|---|
| 1 | Formal Diagnostic Techniques--<br>Instructor-Made Writing Tests<br>Intervention Techniques--<br>Individualized Assignments | *Sample Questions for Obtaining Student Writing Samples* |
| 2 | Formal Diagnostic Techniques--<br>Instructor-Made Writing Tests | *Sample Request for Autobiographical Letter* |
| 3 | Formal Diagnostic Techniques--<br>Student Information Forms | *Sample Student Information Sheet with Request for Writing Sample* |
| 4 | Formal Diagnostic Techniques--<br>Student Information Forms<br>Intervention Techniques--<br>Instructor Attitudes and Behaviors | *Sample Student Information Card with Photo (Adapted)* |
| 5 | Formal Diagnostic Techniques--<br>Intervention Techniques--<br>Class Organization | *Hints for Checking on Compliance: Prerequisites, Corequisites, and Placement Tests* |
| 6 | On-Going Diagnostic Sources of Information--<br>Learning Journals<br>Intervention Techniques--<br>Teaching Study Skills | *Hints on Assigning Learning Journal Entries* |
| 7 | On-Going Diagnostic Sources of Information--<br>Learning Journals<br>Intervention Techniques--<br>Teaching Study Skills | *Samples of Instructions for Keeping a Course Learning Journal* |
| 8 | Intervention Techniques--<br>Reinforcement Techniques<br>Teaching Study Skills | *Sample Handout on Using the Tape Recorder* |
| 9 | Intervention Techniques--<br>Reinforcement Techniques | *Sample Study Questions* |

| EXAMPLE NO. | TOPIC | TITLE |
|---|---|---|
| 10 | Intervention Techniques--Handouts | *Sample Writing Assignment Checklist with Dates* |
| 11 | Intervention Techniques--Handouts | *Sample Handouts of Checklists: Detailed, Bare-Bones, and Back-Up* |
| 12 | Intervention Techniques--Handouts | *Sample Semester Schedule with Course Focus and Test Dates* |
| 13 | Intervention Techniques--Handouts | *Sample Bare-Bones Outline for Notetaking* |
| 14 | Intervention Techniques--Teaching Study Skills Individual Counseling | *Sample "At One Time or Another Most Students Need Help" Letter* |
| 15 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Listening to Lectures* |
| 16 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Abbreviations for Notetaking* |
| 17 | Intervention Techniques--Teaching Study Skills | *Multiple Uses of the Tape Recorder* |
| 18 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Study Reading* |
| 19 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Vocabulary Flash Cards* |
| 20 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Flash Cards for Study* |
| 21 | Intervention Techniques--Teaching Study Skills | *Sample Handout on Reviewing Flash Cards* |

| EXAMPLE NO. | TOPIC | TITLE |
|---|---|---|
| 22 | Intervention Techniques--Individual Counseling | *Sample Initial Course Contract and Unsatisfactory Performance Contract* |
| 23 | Intervention Techniques--Individual Counseling | *Sample Progress Report* |
| 24 | Intervention Techniques--Individual Counseling | *Sample Letter to an Absent Student* |
| 25 | Intervention Techniques--Individual Counseling | *Sample Postcard to an Absent Student* |
| 26 | Intervention Techniques--Individual Counseling | *Sample Center Referral Form (Informal)* |

Topic: Instructor-Made Writing Tests (discussed on p. 16)

## Sample Questions for Obtaining Student Writing Samples

> Although we may not be conscious of it, we all spend at least part of our time as teachers. We may teach a friend how to clean a carburetor or how to reach a difficult chord on the guitar; we may show our classmates how to differentiate an equation in calculus or our siblings how to tie their shoelaces; we may even attempt to explain to our parents why our view of the world differs from their own.
>
> Think of an occasion when you taught someone something. Write an essay in which you explain what you taught, how successful you were in teaching it, and what you learned from the experience of teaching.

> Frequently a major event in local, national, or world news catches our attention. And although our reaction may be strong--we may feel shock, enthusiasm, or disgust--we rarely stop to think about how that event will affect our lives. Select a major event that has been covered in the news recently and explain how it has or could affect you, your family, or your community.

> Being a college student is one of the most important roles you are playing right now. Take a minute to think about the characteristics of a successful college student. For the purposes of this assignment, assume that you are on a committee of students responsible for introducing new students to college life at LBCC. Write a letter in which you detail for them what you think are the qualities a student needs to be successful in college.

Suggestions for Preparation and Use

A. Use a question as is, or modify it to reflect the demands of your course and discipline. For example, your might wish to change the second question from "select a major event" to "select a major medical event," "select a major political event," etc.

B. Try to avoid questions that call primarily for narration, as success in narrative writing is not a good predictor of success in non-narrative writing.

C. Allow a full hour for the writing.

D. As an alternative, give several paragraphs from the course text and request a written summary.

Topic: Instructor-Made Writing Tests (discussed on p. 16)

## Sample Requests for Autobiographical Letter

CLASS INTRODUCTION

At the beginning of the class I told you a little about myself, and I would like to know a little about you. It seems to me that I can do a more creative job of meeting your needs in this class if I know something about you and your plans.

Would you please take a few minutes to write me an informal letter? Don't worry about spelling and punctuation marks. I have written some questions to guide you in writing the letter.

Tell me about yourself:

1. Your background:
   Family -- parents -- mates -- children
   Places you've lived
   Jobs you've had; what you're doing now

2. Your schooling:
   Where you went to school
   Grades -- Attitude -- How you did in reading

3. Your career plans:
   Do you have plans for a certain career? Or a possible career?
   Are you still trying to make up your mind?

4. You:
   Is there anything special you want me to know about you?
   (This answer helps me to know you as an individual. The answer doesn't have to be serious and profound--just you.)

5. The class:
   How did you decide to take this class?
      Personal interest? To fulfill a requirement?
      Was the class recommended? If so, who recommended it to you?

6. What do you want to gain from this class?

### Suggestions for Preparation and Use

A. Modify the form to reflect the demands of your course and discipline. For example, in the second item you might wish to change "how you did in reading" to "how you did in writing," "how you did in the physical sciences," etc.

B. You may wish to add a seventh item:
   Do you have any problems with _____ (reading/writing/math/subject)
      If yes, what do you see as the difficulty?
   What kinds of _____ (reading/writing/math/subject) do you like?
   Which areas of _____ (reading/writing/math/subject) would you like to improve in?

C. Use this form in conjunction with a student information sheet or card.

D. Try not to give this class assignment at the end of the class period, as students will rush through it to get out. Make sure they have ample time to complete the letter on either the first or second day of class.

E. As an alternative to distributing the handout, the instructor may present directions orally, then write questions on the chalkboard.

F. Emphasize the informal and confidential nature of the exchange; acknowledge the student's right to respond in a manner comfortable to him or her, and try to keep the whole activity on a light note.

Topic: Student Information Forms (discussed on p. 17)

## Sample Student Information Sheet with Request for Writing Sample

NAME _____ CLASS _____

I will be meeting at least 150 students this semester. The information you supply in this questionnaire will help me to recognize and understand some of your individual characteristics, skills and problems, thereby helping both of us to insure successful completion of the course.

1. If English is not your native language, what is your native language?
2. What foreign languages have you studied?
3. What was the last English class you took?
4. When and where did you take it?
5. How did you qualify for this course?
   Placement test _____ (if yes, date taken) _____
   Instructor's recommendation _____
   Other? (Please explain) _____
   _____
6. What is your principal strength or weakness in writing?
7. How much reading do you do in a typical week?
8. What kind of reading materials do you prefer?
9. What is your major field of study?
10. Are you working for a two-year or a four-year degree?
    How many units are you carrying? _____
11. If you are filling out this form in an English 101/105 class:
    Do you plan to take English 1 when you complete this course?
    Yes ___ No ___
12. Are you attending under any of the following programs:
    G.I. Bill _____ Social security _____
    Other (please list) _____
13. In addition to attending school, do you work? _____
    If yes, how many hours per week? _____
14. In the event of prolonged absence because of illness or family problems, is there a telephone number at which you can be reached? (_____)_____
    Address? _____
    No. Street Apt. City Zip
15. Please make a note of my office number, Room 807, and my telephone number, 420-4375 in your notebook. Do not hesitate to call if you miss assignments or quizzes. If you find it difficult to reach me, please leave your name and telephone number with the City College switchboard operator. I will return your call as soon as possible.

Dr. C. Uejio

Suggestions for Preparation and Use

A. Modify the contents and language of this form to reflect the demands of your course and discipline.

B. Direct students to write a paragraph explaining why they are taking the course and what they want (or don't want) out of it. Have students write on the back of the form.

Topic: Student Information Forms (discussed on p. 17)
Instructor Attitudes and Behaviors (discussed on p. 35)

**Sample Student Information Card with Photo (Adapted)**

Name _____
Last First

Address _____
No. Street Apt.

_____
City Zip Code

Phone (_____)_____

Social Security No. _____

Units Currently Enrolled In _____

Other (Dept.) Classes_____

High School Grad. ___Yes ___No Written Term Paper Before ___Yes ___No

Job _____
Type Hours Per Week

Special Interests/Hobbies/Skills _____

_____

Class Title _____
Serial Number _____
Days/Time _____

Suggestions for Preparation and Use

A. As a practical matter, print forms using 8-1/2 x 11" card stock.

B. Request and affix student photo, easily made by the student photocopying his driver's license or identification card.

C. Modify the form to reflect the demands of your course and discipline. For example, your might wish to modify "Other Classes" to check course prerequisites, corequisites, or completion of recommended basic skills courses.

D. Use the reverse side of the form as a class attendance card, noting absences.

E. Use any free moments in class to memorize names and faces.

Topic: Formal Diagnostic Techniques (discussed on p. 14)
Class Organization (discussed on p. 22)

**Hints for Checking on Compliance:**
**Prerequisites, Corequisites, and Placement Tests**

To find out if a student has met prerequisites, corequisites, and/or placement test requirements, you might do one of the following:

- Ask directly in a student questionnaire at the beginning of the course (ask both WHAT and WHEN).
- Request a look at student's past grade slips (for course prerequisites).
- Request a look at student's current registration receipt (for course corequisites).
- Check promotion card or letter (ESL Department only).
- Obtain student's English and College Placement Test records directly from the College Assessment Center (LAC, ext. 4049, beginning Fall 1987).
- Access student course history records through "History" software program on LBCC's H/P mainframe computer (check with the division secretary).
- Give your own placement test, followed by appropriate counseling.

Topic: Learning Journals (discussed on p. 19)
Teaching study Skills (discussed on p. 29)

**Hints on Assigning Learning Journal Entries**

You may wish to consider the following hints when assigning learning journal entries:

- Stress the value of learning journals. Tell students
  - The LJ lets you interact with the course materials without being graded
  - The LJ is a good record of your ideas and is handy for reviewing
  - The LJ promotes communication with instructors
  - Writing in the LJ will deepen your understanding of the course concepts

- Give general instructions for making entries. Tell students
  - Select the type of entry you are going to make
  - Write for at least twenty minutes per entry
  - Don't stop to look up correct spellings or worry about sentence structure or punctuation; just concentrate on getting ideas down
  - You can refine the entry later: write a rough draft of the entry on scrap paper and copy the entry into your LJ

- Offer the students a list of possible Learning Journal entries:

1. Entry on Possible Essay Exam Question
   Construct a potential test question for an essay exam in the course. Then write out an answer to that question.

2. Entry on Key Concepts or Terms
   Prepare separate entries for key terms. Define the term in your own words. Give concrete examples of the terms. Relate the concept to other key ideas in the course.

3. Entry Explaining a Procedure (Science, Math, Art, etc.)
   In your own words, write out the procedures for doing something. Construct a step-by-step set of instructions that another student could follow.

4. Entry on News Item Relating to What You Are Studying in This Course
   Clip news items from the newpaper or magazine. Explain how it relates to concepts that have been presented in your course.

5. Practical Applications Entry
   Write an entry on how you could or did apply to your own life something that you read, learned, heard, or discussed in this class.

6. Rewrite a Previous Entry
   Rework a previous entry, refining the logic, expanding on the original entry, or smoothing out the sentence structure.

7. Letter to Someone
   Write a letter to someone past or present who is in some way connected to the subject matter we are covering in this course.

8. Entry on Change
   Write an entry on a change that you see in yourself as the result of this course: a change in your thinking, your goals, your behavior, etc.

9. Keep a Study Log
   Record the actual time you spend on this course. Note how you spent the time (reading, reviewing notes, studying for the test, writing, study group, etc.).

10. Entry on Discussions with Others
    Record discussions you have with others on topics related to this course.

11. Reading Entry
    Summarize and/or comment on the reading you do for this course or any outside reading that relates to this course.

Topic: Learning Journals (discussed on p. 19)
Teaching Study Skills (discussed on p. 29)

## Samples of Instructions for Keeping a Course Learning Journal

Maintain and submit a personal journal about clinical experiences as assigned:

A. List daily clinical and personal objectives and identify how well both are being met.
B. Discuss how personal feelings from the clinical area are being handled.
C. Identify personal areas needing growth (use Checklist of Common Problems in Nurse-Patient Relationship).
D. Turn in journal to clinical instructor on day following clinical experiences.

Keep a journal (make it creative)--this is a daily log of the class. Please divide it into two sections:

A. Description--you will describe what we did in class each day.
B. Reaction--this is where you react and identify personally with what we did in class.

The journal should be typed or very neatly written. The journal will be handed in at the end of the semester and you will get it back.

Keep a scrapbook of communication--this should include current communication articles from newpapers, magazines, etc. It can also include cartoons, graffiti, advertising, etc. This can be a separate book or part of your journal.

Suggestions for Preparation and Use

A. Prepare your set of journal-keeping instructions to reflect the demands of your course and discipline.

B. Discuss the values of keeping a learning journal at the time you distribute the journal instructions. (See Example 6.)

C. Review the hints for writing an entry. (See Example 6.)

Topic: Reinforcement Techniques (discussed on p. 23)
Teaching Study Skills (discussed on p. 29)

## Sample Handout on Using the Tape Recorder

Hints for Using the Tape Recorder

- Tapes
  In general, buy several tapes. Have spare batteries on hand.

- Requesting permission to tape
  In the classroom, request permission from the instructor before taping the lecture.

- Taping lectures
  Keep one tape for lecture listening. Use the tape recorder only as an extra learning tool: Take notes in class and leave blank spaces and lines appropriately. You should be actively writing during class and while listening to the tape.

  At the end of the day's lecture, stop. Using a fresh short tape, immediately review your lecture notes verbally into the tape recorder. Don't forget to also tape the day's date.

- Taping textbook lectures
  Maximize your learning and prepare for the exam by using the tape recorder and following these steps:

  Read the first 100 pages or so of your text early, perhaps the first week of the course. This will help you stay ahead of the class and be prepared for the lectures.

  Write your textbook notes in outline or other form as you read (you may also use a book-marking method, but some instructors don't find that method effective).

  As you read through each page of notes, stop and put the materials on the tape recorder in your own words, concentrating on the key ideas and condensing each page of notes into a couple of paragraphs.

- Reviewing for exams
  At the end of each chapter, guess at questions that might be asked on the exam. Construct a self-test by tape recording the test items, leaving some blank tape for your practice answers later, and then recording the correct answer as a check.

  When you finish two or three tapes of 30-40 minutes each, start using them for review in odd moments such as cooking, shaving, jogging, driving, bathing, etc.

Over the following weeks prior to the class test, listen to the short lecture summaries and the longer tapes perhaps a dozen times. Remember, research shows that all things being equal, distributed study time is more valuable than cram study time.

The week before the test, review your original text and lecture notes, reducing them to about one page of basic key words and ideas that can be used as a memory peg for reviewing all the materials. The reviewing task should now be fairly easy. Put the tape recorder aside and concentrate on the notes.

- Expecting results
  Expect results. Using the methods described above, students in one instructor's class brought their averages up as much as a full grade.

Suggestions for Preparation and Use

A. Modify the handout to reflect the demands of your course and discipline or use as is.

B. Hold a brief workshop, demonstrating the points on the handout.

C. Remind students that although you permit and encourage the use of the tape recorder in your class, other instructors do not.

Topic: Reinforcement Techniques (discussed on p. 25)

## Sample Study Questions

Art 3 - Modern & Contemporary Art READING GUIDE #1
Mrs. Roemer Preface, Chapter 1

Preface

1. Briefly tell why your text begins in the 1890's._____
   _____
2. What general statement can be made about the art of our own times?
   _____
3. You will be meeting the artist Paul Klee during the course. What does he say is the purpose of art?_____
4. KNOW, THINK ABOUT AND REMEMBER ROBER RAUSCHENBERG'S STATEMENT. IT IS A FUNDAMENTAL CONCEPT FOR THIS WHOLE COURSE!
5. Your author chooses to organize his text so that he compares and contrasts works. Why?
   A. Because he wants to start a new idea in the art world.
   B. Because the old idea of "isms" has outlived its usefulness.
   C. Simplifications are often meaningless or misleading.
   D. B and C only.
6. T F In this book painting and sculpture are discussed according to themes, architecture according the building types.
7. Look at pp. 10 and 11. A synoptic table such as this introduces each chapter. It is very helpful in understanding that art doesn't exist in a vacuum--it is the product of its time. Answer these:
   Yes___No___ Could Kandinsky have gotten an X-Ray?
   Yes___No___ Could Alfred Stieglitz the photographer have gone to a movie?
   Yes___No___ Could Edvard Munch have gone to a psychiatrist?
   Yes___No___ Would Oscar Wilde have celebrated Queen Victoria's Jubilee?
8. T F You will see Nazi and Commie art.
9. Why aren't photography and cinema included in this text?_____
   _____
10. Who is the author of your text?_____What is the title?_____

ONE: THE 1890's:

1. Check those characteristics found in the 1890's:
   ___Agriculture dominated production ___Rise of the middle class
   ___Life in Europe was secure ___Conflict in World Wars
   ___Scientific and technological progress ___Human toil increased
2. T F Darwin's theory of evolution was misapplied and Europe felt itself absolutely superior to any other civilization.
3. The belief in progress and a bigger and better future in a capitalist society was most pronounced in
   A. Japan B. The United States C. france
4. Name 3 goals of the Fabian Society A._____
   B._____ C._____
5. T F Terrorism is a strictly contemporary phenomenon.

6. The artists who adhered to the anarchist movement were the Neo-Impressionists A._____ B._____ C._____
7. The philosopher who accepted the irrational, and believed in primordial sources, and greatly influenced artists in the 1890's was
   A. Peter Kropotkin B. Pierre Proudhon C. Maximilien Luce
   D. Friedrich Nietzsche
8. Tell 3 ways in which artists escaped from the utilitarianism and bourgeois life that dominated the 1890's A._____
   B._____ C._____
9. Did all artists seek such escape? Yes_____ No_____

Suggestions for Preparation and Use

A. Prepare study questions for the entire semester and distribute them either through the bookstore in a packet or in your class as you begin a unit.

B. Help students increase their comprehension by including information-recall, inference, and application questions.

C. Offer general directions on how to best use your study questions.

Topic: Handouts (discussed on p. 26)

**Sample Writing Assignment**
**Checklist with Dates**

Brinkman
English 105

Paper #2

You may choose your own topic for paper #2. Use the "topic list" in your Writer's Notebook for ideas. Remember, choose a topic which interests you and one you know something about. You're going to be the expert in this essay.

Checklist for paper #2

___Select your topic and discuss it with me (due Tuesday, Feb. 4).
___Complete your discovery draft (pp. 24-26 in GTWWP). You should answer four of the discovery questions on p. 26. Remember, this is discovery writing. Don't worry if it doesn't sound or read like an essay yet (due Tuesday, Feb. 11).
___Look through your discovery draft and consider different kinds of essays that could come from your discovery writing. Look through the "Questions to Shape Your Material" on pp. 36 in GTWWP (due at the end of the class, Tuesday, Feb. 11).

Possible essay ideas:
1.
2.
3.

___Settle on a working main point for your essay (pp. 37-39 in GTWWP). We'll do this in class on Tuesday, Feb. 11.
Working main point:_____

_____

_____

___Make a rough plan for your essay, using your working main point as a guide (see p. 48-51 in GTWWP). This will be due on Thursday, Feb. 13.
___Write a rough draft of paper #2, using your rough plan as a guide (due at the end of class on Feb. 13).
___Paper #2 will be due on Tuesday, Feb. 18. Turn in the final copy and all prewriting and rough drafts.

Suggestions for Preparation and Use

A. Break up a large assignment into small steps, creating a checklist.

B. Specify the topic, type of paper, due date, length, suggested textbook guides, and, if you wish, suggested audience and method of evaluation.

C. Distribute the checklist when you feel students should begin work on the assignment.

D. After several assignments, assist the class in creating its own checklist, thus fostering independence.

Topic: Handouts (discussed on p. 26)

## Sample Handouts of Checklists: Detailed, Bare-Bones, and Back-up

Detailed:

**TEN STEPS TO SUCCESS ON THE MACINTOSH**

Step 1: Turn on the computer (the on/off switch is located at the lower left hand corner on the back of the computer) and wait for the blinking question mark.
Step 2: Insert the MacWrite Disk into the internal drive.
Step 3: When the MacWrite disk is loaded into the computer, insert your blank disk into the external drive. (The MacWrite Disk will be fully loaded when you see a picture on the upper left hand corner of the screen which looks like a disk.)

Bare-Bones:

**Revising Excel Assignment 1**
1. Make all tiles **Bold Print**.
2. Add Lois Smith with scores of 85, 59, 96, 63, 85.
3. Fill down the formula for the above entry.

Back-Up:

**INSTRUCTIONS ON COMPLETING EXCEL ASSIGNMENT**

1. To make all titles bold, move the mouse to the far left corner where the box number 1 is located. Click the mouse and the entire first row will be selected. Go to the menu titled FORMAT, and select STYLE then select Bold and select OK. The titles on row 1 are now bold print.

2. To add Lois Smith move the mouse pointer to Lori James and click the mouse on row 24. The entire row will be selected. Then go to the EDIT menu and select INSERT. Once there is a blank row, start typing the information about Lois Smith.

3. Fill down the formulas in Column G an H by selecting the row above which is G24 and H24. Select each one of the rows and drag it down to G25 and H25, then fill down. This will allow the computer to copy the formulas which were previously calculated and you do not have to do the formulas again.

Suggestions for Preparation and Use

A. Structure your checklists to meet the demands of your course and discipline. The first few weeks, give detailed step-by-step checklists, gradually moving towards bare-bones checklists mid-course, fostering independence.

B. Keep detailed back-up checklists for those students who, despite several attempts, are unable to complete procedures using bare-bones guides.

Topic: Handouts (discussed on p. 26)

## Sample Semester Schedule with Course Focus and Test Dates

**PHYSICS 3A - SCHEDULE - SPRING 1987 - DAY CLASS**
**INSTRUCTOR: MR. SHOLLE - SERIAL NO. 1341 - ROOM 215**

| WEEK OF | Mon. 12-1 | Tuesday 2-4 | | Wed. 12-1 | Thursday 2-4 | |
|---|---|---|---|---|---|---|
| 1/12-1/16 | Introduction | Ch. 1 | Ch. 2 | Ch. 2 | Ch. 2 | Ch. 2 |
| 1/19-1/23 | *HOLIDAY* *HOLIDAY* | Ch. 3 Quiz1 | Ch. 3 | Ch. 3 | Lab A | Lab A |
| 1/26-1/30 | Ch. 3, Lab A due, Quiz 2 | Ch. 3 | Ch. 3 | Ch. 4 Quiz 3 | Lab B | Lab B |
| 2/2-2/6 | Ch. 4 Quiz 4 | Ch. 4 | Ch. 4 | Ch. 4, Lab B due, Quiz 5 | Lab C | Lab C |
| 2/9-2/13 | Ch. 5, Lab C due, Quiz 6 | Ch. 5 | Ch. 5 | Ch. 5 | **Exam Ch. 1,2,3** | **Exam Ch. 1,2,3** |
| 2/16-2/20 | *HOLIDAY* *HOLIDAY* | Ch. 6 | Ch. 6 | Ch. 6 Quiz 7 | Lab D | Lab D |
| 2/23-2/27 | Ch. 6, Lab D due, Quiz 8 | Ch. 7 | Ch. 7 | Ch. 7 Quiz 9 | Ch. 7 | Ch. 8 |
| 3/2-3/6 | Ch. 8 Quiz 10 | Ch. 8 | Ch. 8 | Ch. 8 | **Exam Ch. 4,5** | **Exam Ch. 4,5** |
| 3/9-3/13 | Ch. 8 Quiz 11 | Ch. 8 | Ch. 9 | Ch. 9 Quiz 12 | Lab E | Lab E |
| 3/16-3/20 | Ch. 9, Lab E due, Quiz 13 | Ch. 9 | Ch. 9 | Ch. 9 Quiz 14 | Lab F | Lab F |
| 3/23-3/27 | Ch. 10 Lab F due | **Exam Ch. 6,7,8** | **Exam Ch. 6,7,8** | Ch. 10 Quiz 15 | Lab G | Lab G |
| 3/30-4/3 | Ch. 10 | Ch. 10 | Ch. 11 | Ch. 11 Lab G due | Ch. 11 Quiz 16 | Ch. 11 |
| 4/6-4/10 | Ch. 12 Quiz 17 | Ch. 12 | Ch. 12 | Ch. 12 Quiz 18 | Ch. 13 | Ch. 13 |
| 4/13-4/17 | *HOLIDAY* *HOLIDAY* | *HOLIDAY* *HOLIDAY* | *HOLIDAY* *HOLIDAY* | *HOLIDAY* *HOLIDAY* | *HOLIDAY* *HOLIDAY* | *HOLIDAY* *HOLIDAY* |
| 4/20-4/24 | Ch. 13 Quiz 19 | Ch. 13 | Ch. 14 | Ch. 14 Quiz 20 | Ch. 14 | Ch. 14 |
| 4/27-5/1 | Ch. 14 | **Exam Ch. 9 &10,11,12** | **Exam Ch. 9 &10,11,12** | Ch. 14 | Lab I | Lab I |
| 5/4-5/8 | Ch. 14, Lab I due, Quiz 21 | Ch. 17 | Ch. 17 | Ch. 19 Quiz 22 | Lab H | Lab H |
| 5/11-5/15 | Ch. 19 Lab H due | Ch. 19 Quiz 23 | Ch. 19 | Ch. 19 | Lab J Quiz 24 | Lab J |
| 5/18-5/22 | *FINALS* *FINALS* | *FINALS* Lab J due | *FINALS* *FINALS* | **FINAL 5/20 10:40-1:10** | *FINALS* *FINALS* | *FINALS* *FINALS* |
| 5/25-5/29 | *HOLIDAY* *HOLIDAY* | *FINALS* *FINALS* | *FINALS* *FINALS* | *FINALS* *FINALS* | GRADUATION GRADUATION | GRADUATION GRADUATION |

Suggestions for Preparation and Use

A. When using a new text or offering a course for the first time, construct an outline for a full semester or one for the first nine weeks and then one for the second nine weeks.

B. When offering multiple sections, some instructors encourage students to attend another section rather than miss a lecture or lab altogether.

Topic: Handouts (discussed on p. 27)

**Sample Bare-Bones Outline for Notetaking**

```
AP 41                                                    Hough
                        Circulatory System
I.  Blood vessels

    A.  Arteries
        1.  Definition:  any blood vessel carrying blood away
                         from the heart.
                Arteriole:
        2.  Location
        3.  Wall structure
            a.  Tunica intima
            b.  Tunica media
                (1) elastic connective tissue
                (2) smooth muscle
                    vasoconstriction
                    vasodilation
        4.  Aneurysm

    B.  Veins
        1.  Definition:  any blood vessel carrying blood towards
                         the heart.

                Venules:
        2.  Wall structure
        3.  Valves
            varicose veins
        4.  Phlebitis
```

Suggestions for Preparation and Use

A. Distribute the first bare-bones outline, and then hold a short workshop. Show students how to best take notes in conjunction with the outline, and then observe students to see that they are following your instructions (underprepared students may need further demonstration or explanation).

B. Remind students that notetaking is necessary and that merely reading the outline is insufficient for real learning.

Topic: Teaching Study Skills (discussed on p. 27)
Individual Counseling (discussed on p. 32)

## Sample "At One Time or Another Most Students Need Help" Form Letter

(Instructor's Name)
(Office Location and Office Hours)
(Telephone)

Date_____

Dear _____,

At one time or another most students need help with their college work. Your performance in this class indicates to me that you may need additional assistance. Here are my suggestions for ways you can strengthen your college survival and academic skills here at Long Beach City College.

Below is a list of programs and people who offer the kinds of assistance you may need now or later as you progress through this college. I have checked the ones I think may be the most appropriate for you right now. You may recognize some others that you feel are also important. Feel free to check these, too.

After you have looked this list over and made any additional checks you want, please contact the places or people indicated as soon as possible. Or if you would like, bring this list back to me, and I will help you make that contact.

Either way, it is important that you get the extra help you need right now. That way, you will soon be getting better comments and grades on all assignments for this class and others you take in college.

_____ Class appears to be too advanced
Suggestion: Talk with a counselor
Contact: Counseling Center LAC 420-4141
PCC 599-7920

(LIST CONTINUES WITH INSTRUCTOR-MADE ENTRIES--
SEE SUGGESTIONS BELOW)

### Suggestions for Preparation and Use

A. Prepare a comprehensive form letter, possibly with other department

colleagues. Use the following format for your entries:

Brief description of problem: (be specific)
Suggestion: (possible solution, e.g., take a specific class, get help at a certain center, etc.)
Contact: (name of department, center, or center contact person)

B. Consult the school catalog and the RESOURCES section of this book for the Suggestion and Contact portions of your list entries.

C. You may wish to include some or all of the following problems on your list:

not enough time to study
frequent problems with spelling and grammar
difficulty with text notetaking
non-native speaker English problems
difficulty with organizing time and goals
a variety of personal, academic, financial, or career problems
class appears to be too advanced
difficulty with lecture notetaking
possible reading problems
difficulty with writing term papers
math anxiety
need of short-term help to master basic concepts
frequent absences because of child-care problems
etc.

Topic: Teaching Study Skills (discussed on p. 28)

## Sample Handouts on Listening to Lectures

Some Hints on Listening to Lectures

You can listen to lectures much more efficiently by developing an alertness to word and vocal cues. You can train yourself to catch signals which tell you that important concepts and information are ahead. As you listen to the lecture, notice the following cues:

| | Word and Phrase Cues | Function |
|---|---|---|
| A. | "I'd like to introduce you..."<br>"Let's look at..."<br>"Note that..."<br>"The question is..."<br>"Why, you might ask..." | Focus on important information |
| B. | "In summary..."<br>"To conclude..."<br>"Let's move on now..."<br>"Yesterday we discussed...today..."<br>"Let's turn to..."<br>"We'll come back to this later..." | Focus on conclusion of one point and/or introduction of another |
| C. | "There are five kinds of..."<br>"...to describe four types..." | Focus on classification |
| D. | "For example..."<br>"Let me give you an example..."<br>"For instance..."<br>"To illustrate..."<br>"In fact..." | Focus on example |
| E. | "We can define___ as..."<br>"Some contributing factors are..."<br>"The results of...were..."<br>"As a consequence..."<br>"Three events...are..." | Focus on definition |
| F. | "There are several similarities..."<br>"...several differences..."<br>"On the other hand..."<br>"Conversely..." | Focus on comparison and contrast |
| G. | "In other words..."<br>"That is to say..." | Focus on clarification |

| | Voice Cues | Function |
|---|---|---|
| A. | Drop in pitch and slight pause (e.g., Mermaids, those charming half-woman half-fish creatures of the sea, are mentioned in the literature of several civilizations) | Sometimes used to signal an informal definition |
| B. | Stress (extra length with extra loudness) | Variously used to signal key words, new information, or contrasting words |

Suggestions for Preparation and Use

A. Modify the handout by adjusting the word and vocal cues to reflect your own lecture usage, or enlarge and use as is.

B. Conduct a short listening workshop using this or your modified handout, modeling the cues, giving examples, and discussing the functions.

Topic: Teaching Study Skills (discusssed on p. 28)

## Sample Handout on Abbreviations for Notetaking

Abbreviations and Symbols
for Notetaking

General abbreviations and symbols

| | | | |
|---|---|---|---|
| e.g. or ex | example | ∴ | therefore, conclude |
| w/o | without | > | greater than, more |
| w/n | within | < | smaller than, less |
| w/ | with | = | equals |
| @ | at | ≠ | does not equal |
| & | and | ID | identical, identification |
| + | plus | | |
| p (pp) | page(s) | vs | against, versus |
| Q or ? | question | | |
| etc | etc. | | |

Commonly-used abbreviations and symbols in this field

(LIST CONTINUES WITH INSTRUCTOR-SUPPPLIED ENTRIES)

Helpful suggestions for making abbreviations for notetaking

1. Leave out periods.
2. Shorten words using one of the following methods:
   a. Use only the first syllable of a word (cap, capitalism).
   b. Use the entire first syllable plus the first letter of a second syllable (subj, subject).
   c. Use the minimum number of letters necessary to recognize a word (assoc, association; intro, introduction).
   d. Omit vowels, except where necessary to recognize a word (blck, black; mfg, manufacturing, dwntwn, downtown).
3. Use the letter "g" to represent -ing (wrtg, writing).
4. Create your own system for frequently used words not normally abbreviated (s/, should; c/, can or could, s/b, should be).

Suggestions for Preparation and Use

A. Modify this handout by inserting into the mid-section a list of frequently-used abbreviations and symbols from your discipline.

B. Conduct a short workshop in conjunction with the distribution of the handout.

Topic: Teaching Study Skills (discussed on p. 29)

**Multiple Uses of the Tape Recorder**

You may with to discuss with your students the many academic uses of the tape recorder, among which are the following:

- To record conferences with instructors, as an adjunct to notetaking
- To record interviews for research papers
- To record brainstorming for written assignments and oral presentations
- To record self during class presentations
- To record mock job interviews in job-preparation courses
- To record class discussions
- To record study group discussions, as an adjunct to notetaking
- To record student-contructed self-tests (Basically, the student records the test item, leaves blank tape space, and records the answer as a check.)
- To record a discussion with someone as a prewriting technique for a written assignment. For example, the student may wish to talk through his paper, discussing alternative directions he might take.
- To record a description of procedures (nursing, biology, P.E. etc.)

You as the instructor may wish to use the tape recorder

- To give tests
- To tape comments on student papers. Request that a blank tape be turned in with the paper.

Topic: Teaching Study Skills (discussed on p. 29)

## Sample Handout on Study Reading

**STUDY-READING**

Study reading is used to achieve a high level of comprehension and retention, or to master extremely difficult material. The SQ3R study technique, described here, can be used or adapted for more efficient study in any textbook assignment.

Before Reading

| | |
|---|---|
| SURVEY | Page through the chapter to get an idea of the content and organization. Read the title, introduction, headings, summary, and any support material. Note the illustrations. Think about how the major headings are connected to the chapter title and to each other. Try to get the big picture. |

While Reading

| | |
|---|---|
| QUESTION | Begin to generate questions. Turn the first heading into a question. For example, the heading "Data Processing Operations" may become "What are data processing operations?" Or, you might prefer to ask more general questions, such as "What is the major idea of this section?" Questioning actually begins while surveying and continues throughout the READ, RECITE, and REVIEW steps. The idea is to talk to the author, questioning, confirming, and thinking about what you are reading. |
| READ | Read through the section that follows the first heading, using your questions as a guide. Read for meaning. After reading the section, go back to underline the essential information and write margin notes. You also may wish to write notes in your notebook or on notecards, or draw illustrations of concepts. |
| RECITE | When you have finished reading the first section, ask yourself the questions you developed. Without looking at the book, recite orally the answers to your questions, stating all the major ideas and subpoints in this section. If you cannot answer the questions, reread the section. Reciting is an essential step. (Repeating the QUESTION, READ, RECITE steps, work through the chapter, mastering one section at a time.) |

After Reading

| | |
|---|---|
| REVIEW | After you have finished the chapter (or have completed an hour or so of study), review immediately by skimming through the chapter and your notes to get a full picture. Don't close your book until you do so. A regular review of your textbook and notes will firmly fix the material in your mind. And, of course, review all material before a test. |

Suggestions for Preparation and Use

A. If you use this handout, copy it so that it fits on one page.

B. Use the handout with the course text in a class study-reading workshop, demonstrating the major steps of the study-reading process.

C. Alternatively, use in a student conference.

D. Adapt the study system to fit the textbook and the demands of the course.

Topic: Teaching Study Skills (discussed on p. 30)

## Sample Handout on Vocabulary Flash Cards

**VOCABULARY FLASH CARDS**

Format:

| Front of card | Back of card |
|---|---|
| Word<br><br>(pronunciation) | Write the sentence in which word was found<br><br>Definition. Write the meaning of the word as it was used in the sentence<br><br>Write a sentence in which you use the word |

Example:

| Front of card | Back of card |
|---|---|
| skirmish<br><br>(skėr´mish) | The general heard reports of a skirmish near Boston.<br><br>Definition: a brief fight between two groups of soldiers.<br><br>We are not sure who was involved in the skirmish. |

Procedure:

How to study vocabulary flash cards:

1. Look at the front of the card and pronounce the word.
2. Say the word's meaning
3. Check the back of the card to see if the meaning you said was correct.
4. Make two stacks of cards. Put all the words with meanings you know in one stack (about ten cards), and the words you don't know in the other stack.
5. Go over the cards in the "don't know" stack until you know them.

6. Review all the cards weekly. Return cards for words you're not sure of to the "don't know" stack.
7. Carry the cards you are studying with you. Study them at planned times and when you are waiting for class to start or the dentist to call or whenever you have a few spare minutes. Tape them to the bathroom mirror to study while you brush your teeth, etc.

Suggestions for Preparation and Use

A. Enlarge the handout to use as is, or modify by giving an example from your course or discipline.

B. Review the procedure in class. Then ask students to make one or two flash cards, observing students as they do so to catch procedural errors.

C. Because different dictionaries employ different pronunciation keys, suggest to students that they stick with one good dictionary to avoid confusion and maintain consistency.

Topic: Teaching Study Skills (discussed on p. 30)

## Sample Handout on Flash Cards for Study

**Creating Flash Cards for Study**

Flash cards are among the most useful tools for studying. They are good for

...making notes from textbooks or lectures
...summarizing major points or principles
...listing of concepts and factual information
...drilling for memory in preparing for tests
AND MORE!

Flash cards can be made in any size depending on their purpose and use: from several inches to nearly notebook paper size. You can write on one side for grouping and categorizing. The only limitation is your imagination and creativity. You may use several kinds of flash cards for the same class; i.e. some for memorizing, some for making summaries, and some for drawing visual representations.

Flash cards are important in two ways. First, they are effective in aiding memory organization of the content and clarification of understanding. Second, they offer great variety in size and use, from front pocket stuffers for the bus to miniature books for essay test preparation.

Yes, flash cards take time to make. But, the act of writing them out helps you to memorize, especially when you put the information into your own words. Time also is necessary for frequent reviewing but this is critical to making the flash cards effective after they have been made. Short reviews, well spaced, will usually be more productive than long sessions of cramming anyway, although you probably would benefit from both. The benefits later outweigh any additional time that may be required.

The most well-known use for flash cards is memorizing vocabulary words, formulas, equations, definitions, dates, names, etc., though this "tool" can be adapted far beyond these tasks. For example, general principle flash cards might be made for main ideas on a given topic, lists of characteristics, cause-effect relationships, categorizing groups of items, etc.

One way flash cards can be made even more effective is to CODE, or mark, them in a special way for your purpose:

1. code by page where information can be found
2. code by date of the lecture or by sequence of events
3. code by topic and number of cards on the topic

Sue Johnson; Cal Poly San Luis Obispo (Adapted)

Suggestions for Preparation and Use

A. Enlarge the handout and use as is, or modify by giving examples from your course or discipline.

B. Distribute the handout in conjunction with a brief class workshop. Show students how they might derive flash card entries from course texts, study sheets, vocabulary and key-word handouts, etc.

C. Use in conjuction with the handout on reviewing flash cards.

Topic: Teaching Study Skills (discussed on p. 30)

## Sample Handout on Reviewing Flash Cards

**How do you review flash cards?**

Here are some suggestions for using flash cards for review.

1. Review cards often. Carry them with you to class or work. Use those small hunks of time when you are waiting or walking.

2. Spend the most time studying the cards you don't know or are not sure of. Don't waste time studying the cards you already know.

3. When learning cards for the first time, break them up into small groups. Learn one group at a time and review all the cards from time to time.

4. Sort by chronological or sequence order. Make sentences from the vocabulary cards in a foreign language. This helps you to apply what you are learning. Sort mathematical sequences from the most simple equation to the most complex.

5. Sort the cards by topics or relationships. This helps keep all the overall organization of the course in your mind.

6. Group cards for similarities and differences to compare and contrast.

7. Ask questions you think will be on the exam and sort for answers.

8. Practice retrieving information from different points of view, as facts, as interpretation, in application.

9. Make outlines or tables depending on the kind of test and text question. Photocopy these for your bathroom mirror or bedroom wall if you like.

10. Shuffle the cards frequently and flip through them rapidly. Do this to avoid learning the cards in a certain order.

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Sue Johnson; Cal Poly San Luis Obispo (Adapted)

Suggestions for Preparation and Use

A. Enlarge the handout and use as is, or modify by giving examples from your discipline.

B. Use in conjunction with the handout(s) on making flash cards. (See Examples 19 and 20.)

Topic: Individual Counseling (discussed on p. 32)

## Sample Initial Course Contract and Unsatisfactory Performance Contract

Initial Course Contract:

Speech 20

Contract

The following represents what must be accomplished to get one of the following grades:

C grade:

1. Hand in a small picture of yourself within the first week of class--this helps me to get to know you faster.
2. Participate in all games/activities/strategies/formal and informal discussions. etc.
3. Hand in all written assignments (do over, if asked).
4. Miss no more than 6 hours of class.
5. Complete a final exam. Perfect attendance will exempt you from taking this exam.

B grade:

1. All of the above.
2. Keep a journal (make it creative)--this is a daily log of the class. Please divide it into two sections.
   A. Description--you will describe what we did in class each day.
   B. Reaction--this is where you react and identify personally with what we did in class.

   The journal should be typed or very neatly written. The Journal will be handed in at the end of the semester and you will get it back.
3. Keep a scrapbook of communication--this should include current communication articles from newspapers, magazines, etc. It can also include cartoons, graffiti, advertising, etc. This can be a separate book or part of your journal.
4. Miss no more than 3 hours of class.

A grade:

1. All of the above.
2. Complete a term project--do at least one of the following.
   A. Book Review/Reaction; B. Field Trip;
   C. Survey; D. Experiment; E. Case Study;
   F. Film; G. Propose your own project.

- Anyone missing more than three hours of class must meet immediately with the instructor.
- Anyone who misses class, for any reason, must complete the final exam.

Unsatisfactory Performance Contract:

CONTRACT FOR STUDENTS ON OVERALL CLINICAL MARGINAL DUE TO FAILURE ON CATHETERIZATIONS AND DRESSINGS (First Level Skills Assessment)

Name of student _____

The student:

1. will receive an unsatisfactory rating in the area of First Level Skill Assessment and an overall clinical marginal in Transition.
2. will make and appointment with the Program Director the week of _____ to discuss the contract.
3. may not perform any skills without an instructor present until the skill assessment is retaken and passed.
4. will take and pass the Catheterization and Dressing Assessments a fourth and final time on _____

If this deficiency is not remediated on the above date, the student will not go on in the RN program.

_____ _____

Student Signature Teacher signature

_____

Date

Suggestions for Preparation and Use

A. Use initial course contracts where additional assignments lead to greater depth and higher grades.

B. Use unsatisfactory performance contracts for those students whose performances are at below-average level, most often due to extenuating circumstances. The following items should be included:
   1. the word CONTRACT
   2. the course and course area
   3. the problem behavior
   4. the background/extenuating circumstances, if any
   5. the action to be taken and by whom
   6. the performance criteria
   7. the time framework
   8. the consequences, both negative and positive
   9. the signatures of the parties involved and the date.

C. Distribute copies to the parties involved.

Topic: Individual Counseling (discussed on p. 32)

## Sample Progress Report

LONG BEACH COMMUNITY COLLEGE DISTRICT
LONG BEACH CITY COLLEGE
DEPARTMENT OF NURSING AND HEALTH TECHNOLOGIES

PROGRESS REPORT

NAME _____ DATE October 13,1986

COURSE Transition CLINICAL AREA Memorial/St. Mary's

PROBLEM AND INFORMATION Overall clinical marginal rating at this time due to failure to pass the First Level Skill Assessment (Areas failed are listed) after two testing periods.

ACTION In order to become satisfactory the student must
Practice the skill(s) with a peer who has passed the skill
Arrange a supervised practice session with an instructor
Pass the skill(s) by the sixth week of the course.

SIGNED: _____ STUDENT _____ TEACHER

Suggestions for Preparation and Use

A. As a practical matter, prepare progress report forms ahead of time. Then use them as problem areas develop: student fails first test, misses homework assignments, uses equipment or materials inappropriately, etc.

B. Be specific about both the problem and the action, identifying the problematic behavior, the required student-performance criteria, the time frame, and the consequences if criteria are met or not met.

C. Make signed and dated copies for both students and instructor.

Topic: Individual Counseling (discussed on p. 33)

## Sample Letter to an Absent Student

Dear _____,

You have been missing in our class recently. I am sending this little reminder to encourage you to return. Sometimes illness or personal problems may keep a student out of school long enough to make it difficult to "catch up." Instead the student sometimes just ends up dropping the course.

Let's try to avoid that. If you're having dificulties with the course material, your job, sickness, or just "life in general"--please feel free to call me to talk about it. If you have recovered already and plan to return to class next meeting, just consider this letter a "note of encouragement." If something is keeping you from coming back please call or drop me a line to let me know what is happening.

I am truly interested in doing whatever I can to help you finish the course and "get something" out of it, too.

Sincerely,

Lou Tharp
Professor of Psychology
Long Beach City College
4901 E. Carson
Long Beach, CA 90808
Answering Service: (714) 841-7848
Office: 420-4480

Suggestions for Preparation and Use

A. Personalize this form letter by jotting a message across the bottom.

B. Use this form letter in conjunction with a telephone-answering machine.

C. Use this form letter in conjunction with a student information card or a file card with student's name, address, zip code, and telephone number.
   1. Instructor calls roll from card, marking absence date on card.
   2. When a student has two consecutive absences, the instructor sends the form letter to the absent student and codes the file card to reflect action taken.

D. Call roll regularly. Expect greater retention with this system.

Topic: Individual Counseling (discussed on p. 33)

**Sample Postcard to an Absent Student**

Date:_____

Dear_____:

According to our records, your weekly appointment is on _____at_____with_____, but you missed your appointment(s) on _____. Please call us at 420-4474 (for LAC) or 599-7982 (for PCC) or drop by the Center to let us know what has happened to you. If this appointment is inconvenient, we will try to arrange a new time.

If we don't hear from you by your next appointment time, we will assume you have dropped the course.

Sincerely,

Center for Learning Assistance
Services and English Skills Center
Long Beach City College

Suggestions for Preparation and Use

A. As a practical matter, print forms using 8-1/2 x 11" card stock, four forms per page.

B. Modify the message to reflect the course name and absence dates, the method for contacting the instructor, and the consequences of continued absence. Have a return address printed on the reverse side of the card.

C. Drop the card in the outgoing mail in the mailroom.

D. An easy and more personal alternative, print forms of the same size containing Date_____, Dear_____, several lines of blank space, a complimentary closing, and the name, office hours, and telephone number of the instructor. The blank spaces afford an opportunity for a more personal message.

Topic: Individual Counseling (discussed on p. 32)

**Sample Center Referral Form (Informal)**

_____Center Referral

Date _____

To: Student_____

From: Instructor_____ Dept._____Course_____

Areas in which you need assistance in order of greatest need:

1. _____
2. _____
3. _____
4. _____

PLEASE SHOW THIS FORM TO THE INSTRUCTOR OR TUTOR WHO HELPS YOU AT THE CENTER. THEN DISCUSS WITH ME WHATEVER ACTION YOU TOOK BY _____.

Notes: _____
_____
_____
_____

Suggestions for Preparation and Use

A. Keep a sheet of carbon paper in your file; make a carbon copy for your records.

B. Fill in the due date and make an instructor/student conference appointment to discuss the results from the student's visit to the center. You may wish to give the students a small appointment card similar to the one below.

Allen Bundy
Department of English

Name_____
Date_____
Time_____
Office Phone: 420-4367
English Office: 420-4365

## EVALUATION

*Working With Underprepared Students: Strategies from Faculty*

Please take a few minutes to evaluate *Working with Underprepared Students: Strategies from Faculty.* Your feedback will guide any efforts to update the book and will provide input for subsequent publications of this kind.

1. **USEFULNESS** How useful is the book to you? Please check the appropriate box.

| | Highly useful | Useful | Somewhat useful | Not useful |
|---|---|---|---|---|
| Introductory Section | | | | |
| Assessment techniques | | | | |
| Intervention techniques | | | | |
| Resources section | | | | |
| Appendix B: sample materials | | | | |
| Overall usefulness | | | | |

2. **OVERALL DESIGN AND LAYOUT** How does the book look? Please check the appropriate box.

| Highly appealing | Appealing | Somewhat appealing | Not appealing |
|---|---|---|---|
| | | | |

3. **TONE/VOICE/LANGUAGE** How does the book read? Please check the appropriate box.

| Very clear and appropriate | Clear and appropriate | Somewhat clear and appropriate | Not clear, appropriate |
|---|---|---|---|
| | | | |

4. **ORGANIZATION** How easily can you find your way around in the book? Please check the appropriate box.

| Very easy to use | Easy to use | Somewhat easy to use | Not easy to use |
|---|---|---|---|
| | | | |

5. What do you like best about the book?

6. What do you like least about the book?

7. What is missing from the book that would have been helpful to you as an instructor? What additional materials would be valuable?

8. Please comment briefly on the following details of the book.

   Print size and style:

   Ink color:

   Language, voice, and tone:

   Organization:

   Design and layout:

9. Other comments:

10. Would you be interested in attending a workshop on some aspect of working with underprepared students?

_____ yes _____ no

PLEASE RETURN THIS EVALUATION TO Bonnie Brinkman, LAC

_____

Name (optional)



ERIC Clearinghouse for
Junior Colleges
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